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ABSTRACT

The book is intended to provide vocational evaluators with general guidelines for the vocational rehabilitation evaluation process. The material is a compilation of the author's extensive experience in this relatively new field with school children, veterans, and those in various rehabilitation centers, and, therefore, contains little documentation. Both evaluation and work adjustment, two interrelated activities within the total vocational evaluation process, are divided into stages: the initial evaluation pinpointing occupation and ability, work adjustment or adaptability and an extended evaluation building upon ability with training and practice. Athorough research program would determine areas of potential employment in communities, develop job analyses and accurately test workers for various jobs. The first eight chapters briefly focus on the mechanics of the evaluation process (the evaluation unit, the evaluator, standardized tests, simulated work, on-the-job training, initial evaluation, work adjustment, extended evaluation). The next three chapters describe 75 activities illustrating the procedures (staffing and reporting, activities for testing the client, initial evaluation and those for extended evaluation). Chapter Twelve (Enter John Doe) is an application of the discussion using a fictitious person, illustrating the author's main points. (Author/JB)

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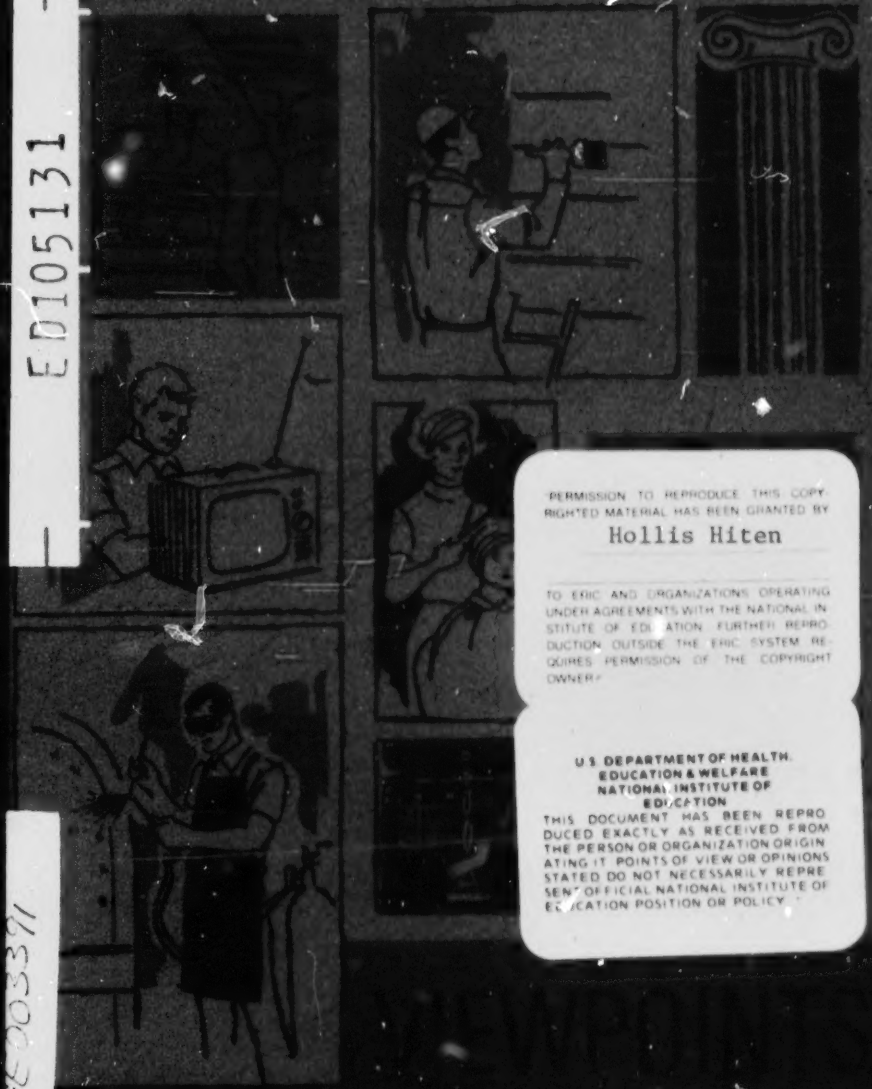

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It has been my esteemed privilege to know Hollis Hiten for more than 29 years. During 12 of these years, I was intimately associated with him. Hollis approaches his work objectively with a system well planned in order to obtain the desired results.

The modern concept of evaluation that one often hears discussed in educational and rehabilitation circles could well be referred to as the Hollis Hiten system of vocational evaluation.

May I share with you some of Hollis' philosophy and background of experiences? This will enable the reader of Hollis' manual, "Viewpoints on Evaluation," to more fully appreciate the unique contribution he has made over a number of years toward developing a systematic and well-defined system for bringing a student or a client and the right job together.

Hollis began teaching occupational and manual arts classes in a rural high school in 1929. He always entertained a concept now referred to as vocational evaluation or guidance though the term was seldom used among educators or rehabilitation personnel.

In 1931, Hollis did a dissertation while enrolled at the University of Alabama on "Reconstruction of Industrial Arts Program in a High School." He outlined a general shop program which employed present-day evaluation processes, including tests, work samples, and try-outs to assist students in choosing an occupation. His system took full advantage of the student's interest, aptitude and ability.

One of Hollis' former students remarked, "Before enrolling in Mr. Hiten's class, I spent a whole semester in bookkeeping. The only thing I got from the class was a negative conclusion--that is, I did not want to be a bookkeeper. Mr. Hiten assisted me in determining what trade to pursue for a livelihood." This is one of many examples that could be cited.

Some of Hollis' other experiences include establishing a first shop and guidance program in 1938 in another high school. He included such experiences as office and business trades, banking, postal trades, and a variety of other trades in his program.

In 1939, he set up an N.Y.A. Program on an exploratory and training basis at a state college. This program was highly successful. Two years later, 1941, he assisted in setting up another general shop program in a larger high school in Alabama. These classes included both boys and girls and had as its major objective guidance and training for war-time and post-war jobs. In 1946, Hollis established a manual arts therapy section on a similar basis in a Veterans hospital. He used many modalities and job samples in his department.

Hollis again came to the front in 1957 by his innovations in converting a sheltered workshop into a rehabilitation facility. Since that time, he has been associated with rehabilitation programs. Hollis became Chief Evaluator for the Department of Adult Blind and Deaf, Talladega, Alabama, in 1965, and remained with this department until May, 1969, at which time he accepted a similar position as chief of an evaluation program in Maryland.

Hollis was responsible while with the Department of Adult Blind and Deaf for planning and establishing a modern evaluation center consisting of more than 10,000 square feet. Many of the examples outlined in this manual are taken from his experiences at Talladega.

Hollis has a broad and intimate knowledge of many trades. This, along with a creative and an imaginative mind, has been an asset to him in his fruitful career in giving vocational guidance to students with whom he has worked. Much credit is due Hollis Hiten in assembling this manual.

G. G. McFaden, Director
Department of Adult Blind and Deaf

March 2, 1970

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VIEWPOINTS
ON VOCATIONAL EVALUATION

BY HOLLIS HITEN

Published by the Special Technical Facility of the Department of Adult Blind and Deaf, Talladega, Alabama, under the direction of Charles C. Estes, printing instructor.

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POWER

The one factor of inspiration, the fountainspring of zeal and get up, the common motivator of every worker in your facility is not a paycheck. True, the paycheck makes the difference between the worker's being on the job and leaving to find other employment, but the check is not what determines the day's work. The spark that ignites the vast potential of human energy and makes the worker go smiling and whistling into his shop or office with a friendly "hello" to everybody in sight and a pat on the back for the struggling client is not a comfortable place to work and unlimited tools and and equipment. The power of spontaneous explosion of enthusiasm and dedicated service to the institution is not inherent in a package of the highest fringe benefits this side of the Pecos. No, sir, what makes for a worth while, demonstratable, observable, commendable effort to do the large and the small job and accomplish the maximum good for the object of the service is an invisible little machine that is not built but born.

It develops by the hour, by the day, by the year. It operates as silently as the falling snow. It can be crippled or even rendered immobile by a single word. It can be revived and instantly put into motion at peak efficiency by another word. Managed, nourished, operated, guided by the individual worker, it is sensitive to the leavening effects of the very attitudes of a thousand souls, both the interested and the indifferent.

Its name? It is, indeed, one's self-image. Every worker is continually measuring himself. He is always comparing, contrasting, apologizing for, admiring, propping up, believing in his self-image. Crushed long enough, it destroys him; nourished by fair play, it raises a man to a station just a little lower than the angels.

Hollis Hiten

PREFACE

For a long time I have been conscious of the need for some practical, usable material in a concise form which might be used by evaluators in their daily work. In spite of voluminous amounts of theorizing on the subject, I know of no single publication which might reasonably be termed a text, or guide, or manual for use as a ready reference in the evaluation process.

I have seen young evaluators come into the profession of evaluation and search with fear and trepidation for help in getting started. Some of them had as their initiation into the work the quite serious responsibility of setting up a system for evaluation in either a new facility or one which had not yet availed itself of this service.

I have also had men experienced in evaluation work ask me for something specific on the subject. Frequently I have had the feeling of "there ought to be a book." Consequently, while recognizing the inadequacy of my qualifications for offering one, I say to all of you such people "Here is a book; examine it; use some of it if you can; criticize it according to your judgment; improve on its content if you will."

Hollis Hiten

INTRODUCTION

While the field of evaluation as it is now constituted is relatively new, the concept is an old one. Some experiments in the field are indeed ancient. Plato, writing about the ideal society, touched on guidance in occupational choices; however, this study is concerned with facts directly leading to the modern concept of evaluation. It may be noted that some books on history of vocational education printed in the last ten years make no mention of evaluation as a profession, although elaborate treatment may be given to vocational guidance. Though vocational guidance and vocational evaluation have a number of things in common, the gradual evolvement of the modern vocational evaluation concept has made evident distinct differences in objectives and methods used in the two separate areas.

Many technical high schools in the 1920's and 1930's were experimenting with the broad-based curriculum for industrial arts and vocational education students. The general shop which came into prominence in the 30's was the product of this type thinking. The National Youth Administration of the 40's, while engaged in a crash training program, nevertheless made a great deal of use of the idea of exploratory testing. Boys and girls were shifted from project to project in order to find a suitable area in which they could train for wartime civilian service. By the mid 50's many high schools across the country were making use of the tryout concept in accomodating students to vocational courses and industrial subjects. During this period, distributive education and diversified occupation coordinators were searching every facet of community employment, trying students in the early days of their occupational experience into this or that area in order to explore their capabilities.

The concept now known as Vocational Evaluation was gradually crystallizing in the minds of a great many industrial arts teachers, school administrators, and rehabilitation personnel in the late 50's. Elements of the older theories of extensive tryouts were combined with the newer concepts of precise standard testing. Comprehensive testing of the whole person physically, educationally, psychologically, and socially became prevalent along with vocational tryouts. The cultural background of the client was becoming more obviously important to the total picture of a worker. Tests of achievement and intelligence had come into prominence during World War I. Combined with other criteria, they became common tools for appraising work-ability. When later the broad program of work tryouts in schools began to be practiced, referral of vocational students and rehabilitation clients to employment service

offices for testing was common. Meanwhile, the need for a more concise assessment of manpower became more and more evident. Training time could easily be wasted on a person not educationally, physically, or psychologically equipped to do the job for which he was being trained.

In 1933, the Federal State Employment Services were established and local offices began to define occupations and study some of the job requirements. In 1939, the Dictionary of Occupational Titles was published, but this first edition was concerned more with the facts of the occupation than with those of worker personnel. Items such as physical demands on the worker were not included. Later editions have greatly expanded these facts so that now more than 35,000 occupations are defined and an abundance of information is furnished regarding both the work and the worker requirements. These worker requirements cover all aspects of the performance potential from temperament to tolerance, from education to attitude, and from timing to tote-ability, as well as many others.

This work has provided a goal for the evaluation process gradually being evolved during the second quarter of the 20th Century and which blossomed out during the years 1960-1965. With these criteria available, evidently the task was to match the man with the qualifications to the job to be done.

Much discussion has taken place regarding the various aspects of evaluation. This will continue, and rightly so. There will not likely come a time when all evaluators, or even most of them, agree on all the techniques of their profession. This too is good because new approaches will be sought and more techniques will be developed as the profession becomes perfected. No argument is made in favor of the particular curriculum presented in the latter part of this manual to the exclusion of, or even in preference to, others which might be developed. It is merely submitted as something which has been used with some degree of success in guiding some clients into functional vocational situations. Its practicality and worth are difficult to measure by any definite standard, but doubtless some positive results have been achieved. At any rate, it is offered as being suggestive of the many similar aids which can be adapted to the evaluation process. Each evaluation unit is encouraged to work up its own battery and establish norms to go with it. The title of the national professional organization—Vocational Evaluation and Work Adjustment Association—suggests that our job is more than evaluation alone. The very presence of a combination of active nouns connected with the conjunction "and" would indicate that it is vocational evaluation and it is also work adjustment. This is very true. Evaluation is often difficult, sometimes impossible to achieve without

some personal and/or work adjustment. Time will tell what conclusions will be reached by the professionals in the field of evaluation as to the when, where, and how of adjustment. In the meantime, the national concept seems to be that evaluators must direct some work adjustment efforts also. The place of the activity shop as an ancillary evaluative modality is a current consideration. The workableness of this combination will be tested, both as set up in different buildings with separate supervision, and as set up in the evaluation shop with the same supervision. At present, it would appear that if the activity shop is to complement other evaluative modalities, it should be a part of the evaluation unit, preferably all in one building and all under one staff; however, the writings of many authorities and many lay people are replete with divergent opinions on this subject.

No comprehensive definition of the term "evaluation" is attempted here; however, a few comments on various concepts of the term are offered. While it is easy to say that the work "evaluation" would suggest that something or someone is evaluated, much more must be said as to who and what that someone or something is. In some frames of reference, one may be thinking of evaluation of a person in terms of his ability to work, while in others he may be thinking of evaluating such material as psychological, medical, social, educational, or occupational data. These make up the blind men's element; not any one of them is the total picture; each is a component. Since to evaluate means to place a value upon or to determine the value of, this evaluation must relate to something. It does indeed relate to data, persons, and situations. The end result, if success may be claimed, must be a satisfactory situation involving a person in a vocation.

Work adjustment is defined by Paul R. Hoffman in Vocational Evaluation and Work Adjustment Bulletin, Volume I, Number One, as being "a technique for modifying behavior by utilizing a work setting to help handicapped persons over-come inadequacies which impede their successful employment." Perhaps this is as good a definition as any. It suggests a need for modification, a reason for this need, a purpose to modify, and a technique for achieving this modification. Reduced to its simplest components, evaluation—to the evaluator—meant sizing up a person for a job. Work adjustment means to him doing whatever needs to be done with the client in order to make him work-ready. Perhaps the phrase "conditioning for training" will express this concept fairly accurately. These two simple definitive statements will be the basis of the concept of evaluation and work adjustment as used in the further context of this study.

The term "client" shall be used to designate any person being

evaluated whether that person be a student, a rehabilitation client, a worker, or a subject of the OASI Department.

The material in this book is the result of many years' work with boys and girls in schools, with NYA youths, with post-war security and pension group classes, with veterans, with men and women in various industrial settings, and in a number of Rehabilitation facilities. Little documentation is offered; indeed, how does one document opinion? Perhaps the material can serve as a set of trial guidelines to the inexperienced evaluator. At most, it should be considered as an expose of some **viewpoints on vocational evaluation.**

CHAPTER I
THE EVALUATION UNIT

Since human skills and the will to use them play such an important part in creating wealth, it is essential that these skills be developed and that they be properly channeled into areas where they will do the most good for the individual concerned and for society in general. Programs of evaluation vary in scope, in nature, in size, in purpose, and in almost every aspect throughout schools, industry, and rehabilitation facilities. A composite description of an evaluation program would perhaps tell too much while the description of any given facility would tell too little about the general concept of evaluation. A brief discussion of some of the features of the good evaluation program is given here. In later sections a fuller discussion of some of these aspects will be given.

Industry has for a long time been concerned with getting good people for its various jobs. It is a recognized fact that the wrong person on the job or a person on the wrong job makes for poor production, dissatisfaction, and poor economics in the industrial situation; therefore, industrialists have assured to develop their own systems of evaluating personnel for jobs. The chief concern of this discussion, however, will be vocational evaluation from a vocational rehabilitation standpoint. The basic purpose of vocational rehabilitation with respect to any given client is to assist him in acquiring the skills, knowledge, understanding and attitudes which will enable him to function at his optimum in his chosen vocation. Whatever is done in vocational rehabilitation will have some bearing on the industrial economy. Vocational evaluation as a part of the total vocational rehabilitation program will thus affect industry considerably. This fact must not be overlooked by the evaluator, even though his first concern is his client. His basic underlying purpose must be to serve well those clients who seek his professional services.

The evaluation program has grown rapidly during the last ten years. There are now evaluation units in every state in the United States. There are approximately 500 evaluators registered in the national organization for evaluators (May 1969). Because of the rapid growth in the scope of evaluation, evaluators are much in demand. Very few have had adequate training in the field of evaluation. At present, there are two universities which have extensive programs in training evaluators, namely, Stout State University, Menomonie, Wisconsin, and Auburn University, Auburn, Alabama. Other programs are being developed for the training of evaluators. Evaluators are recruited largely from among vocational counselors, industrial arts teachers, and from among other occupational workers in the various trades.

Scope

The dimensions of any evaluation unit should be considered in terms of time involved, people served, and the purposes or objectives to be accomplished. Each of these features is discussed in a later reference, but a word will be said here regarding them.

1. The time factor: Many factors enter into the time element in evaluation. Thus it is impossible to state in terms of days or weeks the ideal term of evaluation for all clients. Observations and some figures collected to date indicate that an average initial evaluation can be accomplished in one week's time. This initial evaluation involves the determination of the current functioning level of a given client, his strong points, his limitations, his weaknesses, and perhaps the selection of a job family in which he is likely to function well. More extensive evaluation is needed in order to establish his best area for working and to pinpoint his particular occupation. Records for one year at the Special Technical Facility in Talladega showed an average of 19.6 days in the evaluation unit proper, with approximately three and one-half weeks in work adjustment and tryouts.

2. People: The number, type, and grade of people to be evaluated are all variable quantities. By far, the majority of the people who come into many rehabilitation facilities are misfits in industry, school dropouts, and seriously handicapped people. On the other hand, some evaluation units are concerned with high-grade, intelligent workers who, for one reason or another, have found it necessary to start over in the industrial world. A recent handicap, loss of job because of automation, necessary moves to new localities, are some of the reasons that cause people to find it necessary to enter industry on a different basis than they were previously employed. Again be it emphasized that more people in the low-income brackets, more people with low I.Q.'s, more people with serious handicaps, are involved in the average rehabilitation program than are the more highly qualified and the more affluent workers. There seems to be little evidence to indicate that any one age group accounts for most of our evaluation. From sixteen years to old age, all ages are represented. Thus, the personnel factor is an important one affecting the evaluation program.

3. Purposes or Objectives: Whether the purpose of evaluation is merely to establish the present functioning ability of a client or to determine the full potential which he may be able to attain with training affects the evaluation program. Sometimes the evaluator is called upon for a quick appraisal of a client's performance ability in a given field just as he is, without training. More often it is expected that the evaluator will find out the client's ability to learn new material, to

adapt to new conditions, and to function on a higher level than he is currently capable of doing. Obviously this factor must be considered in the scope of the evaluation program.

Space

In setting up a new evaluation unit, careful attention should be given to the space involved. As a rough rule of thumb, simulated work station areas of the shop should be proportioned on the basis of one client per 300 square feet of floor space, although good evaluation can be accomplished in much smaller space under ideal conditions. The building or the area designated for evaluation should, like any other shop or classroom, be well-lighted, well-ventilated, and clean. Space should be provided for shop work and also for work of an academic nature. Office space and an area to be used for standard testing is needed. These areas necessarily implicate some means of separation of the quieter, cleaner types of work from those which are dusty, greasy, or dirty, or where paint and other materials creating a disagreeable odor and atmosphere, are to be used. Work stations such as those for welding, woodworking, automobile body and fender work, mechanics, and others of noisy nature should be separated and be in specially adapted rooms or areas. Adequate artificial lighting should be provided. Consideration for safety is a must. A thoroughfare through the middle of the work areas should be established for the benefit of blind clients, and space for a walkway around the walls should be left clear of any obstruction. Newly blinded and poorly adjusted blind people need the wall for a shoreline to guide on.

Equipment

In setting up the evaluation unit a careful study should be made regarding the number of clients to be evaluated. This number factor along with space, arrangement of the building, etc., affects the amount and kinds of equipment. Once the nature of a given program of evaluation is determined, the equipment can be supplied according to the needs of this program. Reference is made to the curriculum elsewhere in this book for more complete information on equipment. A practice which is being tried out in classes at Auburn University at present and which seems a logical approach to selecting some of the equipment follows generally along these lines: 1. A thorough research program is conducted to determine what the areas of potential employment in the community are. This naturally is based on the fact that most people will be employed near home. Yet, flexibility must be allowed; not all people have the potential for being employed in industries close to home. At least, this gives a start for determining the equipment. 2. After the initial step of research is completed, job

analyses are made of the various jobs in the community. 3. Job samples and simulated work situations designed to test the worker for the worker traits demanded in the various jobs and shown in the job analyses are set up. These job samples are tested and validated and become the core of the testing in a particular job for which they were designed and the equipment for them becomes obvious.

To generalize, the average shop set-up would likely comprise a list of equipment including: 1. Standard testing equipment designed to test for neuromuscular coordination, eye-hand coordination, finger dexterity, hand dexterity, and interests. 2. Devices for testing the results of stooping, bending, sitting, crouching, lifting, working overhead, close tolerance work, and gross manipulative ability, and other physical demands. 3. Tests for crude muscular skills and tests for fine descrimination work. 4. Tests for determining academic level, sales ability, administrative ability, serving the public in service jobs. 5. Tests to bring out personality traits such as frustration point, patience tolerance, agreeability, leadership, followership, attitudes, and others. 6. Equipment for trades level work experiences such as woodworking, mechanics, upholstery, welding, highly skilled trades such as electronics and jewelry and watch repair, the needle trades and soft goods work. In short, whatever might be available in the community should provide a basis for some of the testing to be done. It is a well recognized fact that skills are transferable and, therefore, it is not necessary to have a job sample in every given vocation, and certainly not in the initial steps of evaluation. It is desirable to have as wide a variety of job samples as possible and practicable. Some method for testing in trades level experiences over sustained periods is desirable. These, properly administered, may result in less time spent in job tryouts.

Personnel

A given evaluation unit may consist of one evaluator. On the other hand, it may consist of several people, including a Coordinator of Evaluation, a chief evaluator one or more evaluators I, one or more evaluators II, a psychometrist and/or psychologist, a related subjects teacher for testing in academic subjects, and occupational and physical therapists. Varying combinations of the foregoing personnel are found in different evaluation units. The larger the unit and the more evaluators the better the chance for having a variety of talents which is good in any evaluation situation. For example, psychometric evaluation should be left to the psychometrist or people trained in that field, but each evaluator should be qualified to give the manipulative type tests for discovering dexterities, coordinating ability, frustration point, interest, and similar characteristics. In other words, if the staff includes a

psychometrist, well and good. If not, the evaluator must do the work. Another advantage of having more than one evaluator is that whereas one may be highly qualified in work activities involving tools, machines, etc., another may be more highly qualified in the area of counseling, academic, and administrative pursuits and less qualified in the manipulative working areas. A good combination would also include both male and female evaluators. If it is possible to have clerical help then the evaluator has more time to give to his clients, which is good.

CHAPTER II
THE EVALUATOR

As in most professions, the key person doing work determines the quality of the work. Evaluation is no exception. Obviously, the evaluator is the key person in the evaluation program. It is highly important then that the evaluator possess certain qualifications for his job. For the purpose of this study, these qualifications of the ideal evaluator are discussed under the headings of Training, Experience, and Personal Traits. Each person is a product of his heredity, his training, and his environment. To what extent or to what degree each of these factors figures in the life of an individual is controversial, but the fact that all are factors is well accepted. The person aspiring to be an evaluator can control the latter two of the factors to some extent. His possession of personal characteristics is largely a hereditary matter as they are developed at a young age and thus beyond his control.

Training: It has been stated that two universities have programs underway for training evaluators to the point of baccalaureate and masters degrees and even higher. For the purposes of this discussion, suffice it to say that all the training that relates to the qualifications of evaluators should be sought and taken advantage of by any person interested in becoming an evaluator. The more the training, the better the chances for becoming a good evaluator. The present concept is to rank evaluators at least with counselors in the amount of training as well as the amount of pay. The evaluator must be a person of many abilities. He should be somewhat the composite of the psychologist, the teacher, the doctor, the social worker, the economist, the historian, the analyst, the shop worker, the salesman, the service worker; in short, something of all his client's potentialities. Since he cannot, by experience, know much in all these areas, he necessarily will have to learn from books, from classes, and from wherever else he can to become as efficient as possible in all these fields. Though he is not a social worker, he must recognize social problems. He is not a psychologist, but he must recognize the effect of psychological maladjustment in his client and be able to deal with it as best he can. He is not a job analyst, but he should have a knowledge of this work in order to be able to understand what it takes to do a good job in a given type work. His responsibility is not to teach the client to the extent of giving training on a basis equal to preparation for employment, but it is impossible to give a test without giving some instruction as to how the test is to be done. This involves some of the methods used in teaching. Facilities, industries, and schools will set up their standards for training of evaluators. The

evaluator will qualify according to the standards set up by the facility of his intended employment.

Experience: Another matter which is extremely important in the evaluator's qualifications is that of experience. The question immediately arises as to how one can get experience in a field before he enters it. No direct effort is made here to solve dilemmas, but a plain statement of ideals is considered appropriate. The ideal situation would be to have at least one evaluator in any given field with a backlog of experience in the world of work. It is much better if this backlog of experience has been accumulated in more than one area. For this very reason, the industrial arts teachers have been drawn on heavily in the selection of evaluators. The average industrial arts teacher can qualify in two or three or several trades. The advantage to this varied experience backlog is that the evaluator can recognize work when he sees it. He can recognize the proper approach, the proper method, the right temperament for doing work on different levels and in different areas. One of the final tests a highly qualified evaluator can give to himself regarding his appraisal of his client when a choice of occupations is imminent is this: "Would I hire this client to work for me if I had work of this nature to be done?" "Would I like to have him?" There is that certain something in the subjunctive judgment involved here that escapes those not experienced in the world of work. Qualifications for trades teachers in many of the trade schools, experience-wise, is a minimum of seven years successful work experience in the occupation in which the teacher is to teach. Certainly a total of seven years in more than one occupational area should be a minimum for the good evaluator. If this experience has not been accumulated, it must be compensated for in the training program. The teacher or the occupational worker who wants to become an evaluator has at least some of the qualifications already earned. A student who has had no work experience and who aspires to become an evaluator must acquire some work experience, either off-time in summers or in alternate years, alternated with training, in order to know something of the work environment.

Personal Traits: Since the subject of personal life is a controversial one, and since there is extant in our society the theory that a man's personal life is his own business it is quite likely that the viewpoint extended here will not be fully accepted by a great many people. This viewpoint is that the evaluator should be of the highest character. This concept follows the fact that his life will touch the lives of many people and will exert an influence which will be felt throughout their whole lives. The evaluator cannot sit as God and judge the character of the people whom he evaluates, but he will be an influence affecting their

futures in a very material way as certainly as he influences their choice of occupations. Obviously the happiness of his client may depend, at least to some degree, on his influence over the client. Then he must have a conscience. He must be adaptable to change. He must possess patience and a high frustration point. Though he is not the judge of character, he is to judge performance which is affected by character, and which affects character; therefore, he should possess character. He must possess those traits which make him agreeable and socially acceptable. He must possess those powers of leadership which will be accepted by his clients. He must be a living example of fairness. He must be obviously honest. He must deserve and have the confidence of his clients. He must well know his standing with his clients at all times. A good evaluator will know.

CHAPTER III
STANDARDIZED TESTS

While tests and work samples used in the evaluation process may become standardized through continued usage, the reference here is to tests which have been prepared by those competent in the testing field, scored, validated, and which are furnished complete with instructions and norms already established. Let it be emphasized here that tests and job samples based on job analyses and found to be reliable should be standardized as much as possible by keeping scores on great numbers of people taking the tests or doing the work samples. This gives a quite satisfactory means of comparison and performance prediction.

As early in the initial evaluation process as possible intelligence tests should be given to all people not having recently had such tests. Such tests as WAIS, Culture Fair, VISAB, Binet, Otis, and others may be used, according to the choice of the psychologist or psychometrist doing the testing. An interest inventory should be given and manipulative tests as well as early in the testing process. Establishment of a valid grade level is advisable early in the process of testing. With the utilization of data collected from these tests it is possible to eliminate some of the testing on job samples which might be administered otherwise.

As an example, it would be pointless to give a secretarial test to a person of sixth grade level and unable to spell or write. Likewise, a person wishing to enter the sales field should be expected to have at least better than fifth grade arithmetic education. Should a person of third grade ability in arithmetic desire to enter the small business enterprise field, it would be necessary for him to secure some more education in mathematics through classwork or private tutoring.

In the initial evaluation process numbers of standardized tests lend themselves admirably to accomplishing the work of establishing degrees of gross manipulative ability, finger dexterity, hand-eye coordination, neuromuscular coordination, work tolerance, patience tolerance, frustration point, work habits, safety habits, ability to follow instructions, cooperativeness, interest and enthusiasm, and general understanding of the work situation. As previously stated scores should be kept on numbers of people and used for comparison. On all short tests the stop watch should be used. On longer tests time may be kept in terms of periods worked. On production-type tests scores may be kept in terms of the number of ties pressed, the number of brooms made per hour, and so forth. Persons qualified to use some of the systems will find in the TOWER* system numbers of activities in the different occupational areas which lend themselves to evaluating, and for

which the expected results are fairly well spelled out. Except for the restrictions as to preparation for administering, the same may be said for the Philadelphia system, the McDonald system, the Situational system, or, indeed, the "Hiten system."

The Perdue Pegboard Test, Pennsylvania Bi-manual Test, Crawford Small Parts, Minnesota Rate of Manipulation Test, and Hand-Tool Dexterity Test by Bennett are examples of tests for mechanical skills, dexterity, coordination and other attributes and worker traits. The trained evaluator is familiar with numbers of other tests which he may adapt to his use.

This is one of a number of tests used by Avondale Mills for evaluating prospective workers.

There is no place for the term "versus" in the sense of "standard tests versus simulated work," or "simulated work stations versus job tryouts," or other combinations pitting one method against the other. It should be remembered that tests are tools, not methods. The alert evaluator will watch for the good in every tool and adapt it to his method or system. A great deal of progress is certain to be obvious in the coming months in the development of all sorts of testing modalities. The progressive evaluator must stay up to date on all of these.

*Only persons who have taken the course in administering the TOWER system are eligible to give these tests.

CHAPTER IV
SIMULATED WORK

Another technique used in the evaluation process is known as the simulated work station technique. Webster defines technique as "the method of procedure in rendering an artistic work or carrying out a scientific or mechanical operation." He also said "It's the degree of expertness involving this." For example, "the pianist had good phrasing, but poor technique." So when we talk about the evaluator's job in terms of techniques we have to talk about it as a work sanctified from the ordinary, taken out of the area of the mundane and placed in the area of the artistic or scientific method of dealing with problems in terms of formal details connected with them.

Method is understood to mean the way a thing is done; technique suggests getting into the details and artistic aspects of doing the job. Obviously then, the use of simulated work stations as evaluation techniques would entail the use of simulated work stations as a means of getting down to the fine point of finding out as nearly as possible everything necessary to be known about a client in order to help him to arrive at a proper selection of a vocation. Standard employment tests cannot do the job alone. Even the Employment Service is beginning to recognize that GATB is not as effective as it was hoped it could be. While standard tests are extremely important in the evaluation process they do not go far enough. They measure capacity very well, but their limitations must be recognized. It is one thing to find out what a person can do and entirely a different thing many times to find out what he will do. Occupational interest ties in with the subject's ability to function on a comfortable level. The man who can lift a one hundred pound fishing boat motor or shoot pool for three hours on end, may not be able to lift a cylinder head off a corvett. We develop occupational interest and capacity by performing in the occupation, seeing performance, or hearing or reading about it. These are primary ways. There is no substitute for experience in evaluation of potential for doing work.

Another use of the simulated work station is in developing correct work habits. Sitting on a stool sorting bolts may be an indication of a person's proclivity for instant recognition of size, form and so forth. Removing and replacing the parts in a generator yield a better indication of his performance on a job. Weeks of wishful thinking or hopeful anticipation regarding a job on a switchboard, as a motor winder, or as a writer may terminate in disappointment in one hour's experience at the typewriter, or the switchboard, or at winding a motor. It is easy to

develop a rationale for doing the thing which makes sense. Often a gimmick is necessary to get the client involved in his program. Work habits can be developed in a natural work situation. These are some of the advantages of the simulated work station in evaluation. An evaluator may spend weeks exerting his every imagination and exploring every hopeful clue and finally come up with a work objective and offer training or employment to a client. The real test of his job may be a fifteen minute evaluation by a graduate of a junior high school who may happen to be a foreman in a sophisticated service department in a well-managed garage. The mechanic-hopeful who has passed every test with flying colors is proudly introduced, and yet this graduate of a junior high school, who happens to be a successful auto mechanic, may watch the worker for fifteen minutes and then pass judgment on weeks of careful effort expended in the evaluation process. With his job on trial the evaluator awaits the verdict, which may be one of two extremes, such as "I can't use this man" or "This man has lots of potential—I'd like to hire him."

One learns about work by working. Standard tests take us part of the way. On-the-job tryouts (discussed later) may be too lengthy and too expensive. The middleground seems to be simulated work stations where work is done on a short-term basis for testing purposes, but where it is done exactly as it is expected that it be performed on the real job. Work stations must be equipped to make sure that this condition does prevail and that the work is in a natural situation. The use of these simulated tasks is essentially a good measure of functional intelligence. Through their use a good measure of learning ability on the job is possible, because the worker is replicating a job—a learning situation very much like that which he will have to go into in a real work situation. In the simulated task situation it is possible to vary the complexity of the work to the individual worker's stage of development of his ability and thus help establish his level of production.

"No man is born into the world whose work is not born with him." There is work for all and tools to work with, and blessed are the horny hands of toil." The evaluator's job is to find that work which is born with a man for the man. The above is quoted because of a thought which it arouses. There is, truly, work for everyone, but let it be well noted that there is no such thing as one certain person for any given job nor a certain definite job for any given person. Poe did not necessarily have to be a poet. Edison did not have to invent the light bulb. The person, today, who waits to discover just the perfect job usually does just that—waits! The client who is devoid of initiative and counts on the evaluator coming up with a sure-fire objective, may never arrive at

successful employment. These situations are the challenges to the evaluator which keep him studying his client. Using standard tests, simulated work, job tryouts, and experimenting with every theory or practice which may be the small or large clue needed to match the worker and the job– these constitute his job. Note this: for each task or job a worker does successfully there are quite possibly a hundred others he might do just as well and be just as happy in doing. When through these combined methods a happy combination is found, a combination where the worker and the job are compatible, the pay is satisfactory and the worker is happy, a good job of evaluation has been accomplished.

CHAPTER V
ON-THE-JOB TRAINING

On-the-job tryouts, referred to as "OJT," is one of the methods used to make or confirm a vocational evaluation of a prospective worker. Repeated reference is made to the fact that discovering a person's ability to work and determining his will to work are two different matters. Many times the failure of a worker is the result of too quick an evaluation. This is observed many times by the experienced evaluator. What appears to be a sure fire job determination may end in disappointment a few days or a few weeks or sometimes even months after the job is begun, because a poor job selection has been made. In some of the cases, no doubt, it would have been impossible to anticipate. In at least some cases job tryouts in industry would have revealed the possibility of failure and have caused more serious consideration of the job determination. There is the case of the young man who aspired to be an auto mechanic—he seemed sure of himself and all indications were that his choice was the best. It was the grind of day-by-day work in the grease and dirt, under and in and around automobiles that proved he had made an unwise choice. He was reevaluated and went into small business enterprises where he was successful.

On-the-job tryouts are not always feasible, because some employers just do not care to take on trainees for uncertain periods of time, while others are leery of insurance laws, safety hazards, and for different reasons are averse to making deals involving trial workers. Some coordination of the evaluation unit with local industries and businesses should be accomplished by the coordinator of evaluation, the placement officer, the counselor, or the evaluators themselves, in order to build up good relations and prepare the way for successful job tryouts. Experience shows that with proper orientation as to objectives of the evaluating facility most employers readily and heartily cooperate in such efforts. Not infrequently after having helped to evaluate a client or worker the employer hires him, which accomplishes a dual service. In representing the facility to the prospective employer care should be taken that all the factors of the relationship are discussed fully and are well understood by all parties. The low incidence of accidents should be pointed out. One employer stated that he would hire deaf people, but would not hire blind people because of safety hazard. With a careful explanation by the placement office of the facts about employing the handicapped, the employer changed his mind and said that he would hire blind people if they were recommended by the placement officer.

As an incidental to this subject, let it be noted that the only differences in the approach to the evaluation of blind clients, or deaf clients, or any other classification, would be those limitations imposed by the handicap itself. Except where sight is an essential to employment, the blind like to be considered as normal in every respect. While there is a peculiar psychology applicable to the deaf because of their deafness, they ask no favors extending beyond the limitations of their handicap. Obviously, the blind should not drive; obviously, the deaf cannot use the telephone; but in tryouts and work situations where the term "obviously" does not fit, it is reasonable and practicable to try the deaf and try the blind. Their efforts may be surprising and rewarding. Since no figures are available on the ideal term of the tryout period, judgment must prevail. When all parties involved are convinced that a worker is suited to a job, or that he cannot perform efficiently in it, this fact should be satisfaction of the evaluation objective.

CHAPTER VI
INITIAL EVALUATION

Initial evaluation is that which begins when the client first enters the evaluation unit. It is concerned with such things as background information, medical and physical data regarding the client, facts in the social background which might influence the client's vocational chances, psychological information, work background, interest, limitations due to physical disabilities or other causes, and the details of enrolling the client in the program. (Reference is made to the card reproduced on page 18 suggestive of the information which is useful in keeping records on the client.) Further, this initial phase of evaluation should include a determination of the client's vocational functioning level at the time he enters evaluation, and into what job family he is likely to fall. In making this determination the actual working relations between the evaluator and his client are begun.

Through standard tests, job samples, and simulated work experiences, it is possible to determine rather accurately what job family the prospective worker can function in best at the time of testing. This present working ability in conjunction with the client's interest should start the development of a pattern into which the client is most likely to fit. It may be possible in one day or in one week to arrive at a job family in which a suitable occupation may be found. While the client should be asked at the first interview what he likes to do best, it is not wise to place too much emphasis on his choice at this time. He is likely to feel that it is necessary for him to give some answer while he may not have a well-defined interest in mind. Experience proves this to be a very definite fact, yet this privilege to express his interest should be given him at the first interview. It will be confirmed or ruled out through testing. Clients' interests sometimes change often in the first days of evaluation. This, doubtless, is because they have no strong conviction about what they want to do, or perhaps because they know so little about the world of work that they are unable to make a choice with conviction.

Except in special cases where the interest is very definite and where it is considered likely that the client's choice of vocation is valid and legitimate, testing should be begun on the broad basis suggested by the initial list of activities and job samples, beginning with number one and giving all the first twenty. In most cases the selection of a job family will result from these tests. Also during this testing period if there is need for work adjustment it will be evident. Whether the work adjustment is necessary before continuing with the evaluation process

may be decided at this point, particularly if the client is young and has no work experience. If an older client is so out of touch with working conditions from sitting idle over a period of years, it may be necessary to accomplish some work adjustment or work conditioning before continuing with the evaluation process. Evaluator judgment will prevail in such cases. This presents two alternatives regarding work adjustment. In case the lack of work adjustment will hinder the proper selection of an occupation, then the work adjustment should be carried out immediately. If it is possible to go ahead and make the occupational determination and then accomplish the work conditioning necessary in that particular work area, this is preferable. At this stage a pre-staffing of the client is usually helpful. It is advisable to make a report of progress to this date. This initial report should contain the facts pertinent to the vocational possibilities as revealed in the background information on the client and by testing accomplished to this point; namely, through the first twenty tests. Staffing with all individuals concerned with the testing program to this date is good in that a number of view-points may be worth more than any one viewpoint. If the evaluation staff agrees, for example, on immediate work conditioning—then it should be given before continuing evaluation. If the client should be moved immediately into further work samples for making a more definite determination of the occupation, this will come out in the pre-staffing suggested.

The foregoing procedures will in most cases not consume more than a week of time. Reports to field counselors or other personnel involved will depend upon their desires in the matter. Since no definite objective has been reached at this point, it is usually not necessary to make a report to the sponsoring agency. Be it stated here again for emphasis—the complete evaluation may in isolated cases have been accomplished by the end of the first week. This is possible when the client has a very definite interest and when testing validates that interest and shows the client's choice of occupation to represent the optimum in satisfaction and success in employment for the client. If ancillary services are needed along with further testing, they may be suggested in the staffing and in the report which goes into the client's record. For example, a blind client may need further mobility instruction, or he may need Braille. A deaf person may perhaps need to be placed in a manual language class. Homemaking or hygiene classes may be suggested for aiding the client where these are available. If a good evaluation has been made and an objective reached, the above mentioned pre-staffing becomes a final staffing of the client in which all pertinent facts are recorded and a recommendation made for training or work. A full report is then made to the sponsoring agency of the client and/or his counselor in case of his being referred by a counselor.

In the case of most clients further evaluation will take place as discussed under "Extended Evaluation."

Name _____ Age _____ Grade _____ M. Status _____ No. _____

Address _____ Permanent? _____ Counsellor _____

Visual Acuity _____ Hearing loss _____ Communication _____

Work Experience (1) _____ (2) _____ (3) _____

Secondary Disabilities (1) _____ (2) _____

Objective (1) _____ (2) _____ (3) _____

Notations _____

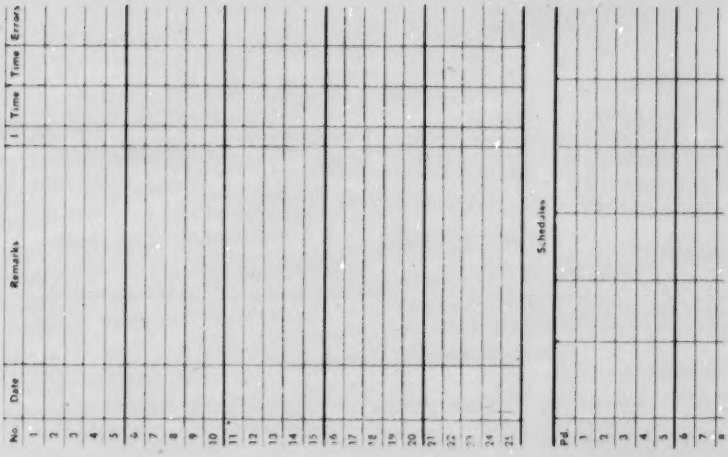
Date of Plan _____ Rehab. Status _____

19 19

Date	Att.	Remarks	By:	Date	Att.		By:

Notations _____

Attendence Card, front



Attendence Card, back

4.
VARIABLES

People are not machines. People may be similar in some remote respects to machines. Some machines may have two legs; many machines have heads. Machines are usually capable of doing one job better than most other jobs. Machines do better when properly cared for and maintained. In all of these respects people and machines have things in common. People may be said to be somewhat like machines in these respects, but still people are not machines. One may job rate a truck and give a highly reliable estimate of its capability. One may turn on a percolator and expect it to make coffee, granting certain prerequisites. One may program a drill press to drill nine holes of a given size in a given pattern, maintain the machine in a highly functional condition, and feed it ten thousand pieces of identical material and get ten thousand identical finished products, all drilled to one standard high precision specification. On the other hand, one may job rate a person and hope that his performance in a job can be guessed at respectably. A person may get "turned on" and expect anything, or nothing. Or one may program a person to do a given job and then count ten thousand reasons why no two of the expected products are identical. A good evaluator will know this.

CHAPTER VII
WORK ADJUSTMENT

One of the components of the title known as VEWAA is work adjustment, the other being work evaluation. Attention has been called to the fact that these are two separate activities in the process of total vocational evaluation. In the discussion of the initial phase of evaluation it is pointed out that work adjustment may precede the extended evaluation process, or it may follow evaluation, in which case it is a work-conditioning process. It is used in this case as a method of conditioning a person for a job already decided upon; thus, two connotations of the concept of work adjustment are in evidence. Work adjustment is, doubtless, a part of personal adjustment; that part which has to do with adapting oneself to the working situation. Work adjustment is in reality a part of the evaluation process. It helps in the effort to find the right man for the right job. Some people are incapable of being accurately tested by means of standard tests. Many workers, especially among the quite young, are not sufficiently motivated to work to take it seriously. Some older workers just simply do not know how to work. Other people through handicaps of various types have lost their ability to do the work which they formerly did and must be taught other work. Work adjustment experiences help in most of these cases. Thus, the addition of the term "work adjustment" was a natural and needed one, so that when in October 1967 the constitution for the evaluation service was ratified it was as "the Constitution and By-Laws of the Vocational Evaluation and Work Adjustment Association, a division of the National Rehabilitation Association, Inc."

Briefly and concisely stated, work adjustment in this context refers to work experiences in real work situations designed to help the client or learner or worker to adjust to the pattern of the working person's life. If it is physical conditioning, acceptance of a handicap such as blindness, attitude conditioning, establishment of work tolerance, or any of the many changes which may be necessary for a conclusive vocational evaluation, a satisfactory training and a reasonable placement in employment that is needed, this period of work adjustment should help to condition the subject.

There are two distinct places in the schedule or process of evaluation in which work adjustment can reasonably take place. 1. Sometimes the client is too young or immature to have any concept of the reality of work. Mentally retarded and recently blinded people are lost in a work environment. These may need a period of work adjustment before a vocational evaluation is feasible or even possible. 2.

Sometimes it is possible to work with tests and try out a client and arrive at an objective which is highly feasible, yet the prospective worker may not be ready because of physical or other reasons to enter training or employment. He may need to build up his tolerance, his health, his temperament, or his productive ability before he can hold a job. In these cases evaluation may precede the work adjustment program, in which circumstances the work adjustment will have a more definite meaning or purpose. Instead of general work conditioning this conditioning may be slanted to a specific area or job, such as sales, mechanics, or service occupations, and still be a prerequisite for concentrated training in the given area. A good evaluator will know. What are the modalities for accomplishing good work adjustment? There are perhaps almost as many answers to this question as there are evaluation facilities. One mentioned previously in another context is the activity shop. This shop is provided for the purpose of giving work experiences on a more extended basis than is practical in the concentrated evaluation process and which may extend into months of work. This, if accomplished in industry, would be termed On-the-Job Training. Indeed, it is for all intents and purposes on-the-job training. In the work adjustment phase of evaluation the modification mentioned in the definition of work adjustment can take place. The client can be helped to overcome the deficiencies and limitations which may hinder him from holding a job. He may break known bad habits, build up good ones, build up work tolerance, improve his skills to the point of satisfactory production, and develop such an understanding of, and such an attitude towards his job as will enable him to become an efficient worker.

CHAPTER VIII
EXTENDED EVALUATION

Extended evaluation takes place after an initial evaluation which does not reveal a clear-cut vocational objective. Work adjustment may or may not have taken place after initial evaluation (reference—Work Adjustment p. 19). The effort must be towards pin pointing a satisfactory occupation in some job family which was determined in the initial evaluation. There is listed in the curriculum, beginning with activity number twenty-one, sets or groups of job samples which may be used to help pin point the skills and worker traits. If warranted, job analyses may be made and job samples set up for testing for the worker traits in the field in which the client is interested. The evaluator should set aside some time for work in making job analyses and setting up job samples to accomodate them. From the Dictionary of Occupational Titles all the pertinent data should be considered in matching the prospective worker to his chosen objective. If lifting is required, he should be tested for lifting; if reaching, stooping, bending, squatting, crawling, working over head, thinking, figuring, writing, or whatever else is required—a test should be found or made to check on this trait. All data should be recorded faithfully. The natural tendency is to hope that the data found will match the client's interest. If there is serious conflict, then the client must be steered as skillfully as possible in some other direction, not in spite of him, but with his agreement. Assuming that a correct choice of job families has been made and that a suitable occupation is being considered, all the vocational data should be weighed against the social background of the client and the demands of the job socially.

The educational demands should be compared with the client's educational background. Temperament should be checked and compared with the temperaments demanded in the job—and so on throughout the list of worker traits. All pertinent recorded data should be included in a report written as briefly as possible to adequately tell the story. The report should contain recommendations for the training or employment of the individual. If possible, arrangements and agreements should be made as to a follow-up on the client's activity. Records should be kept of such follow-ups. This is one of the weaknesses of evaluation as well as most aspects of rehabilitation, namely, failure to do a complete follow-up research. It is necessary for purposes of evaluating the work of evaluation and rehabilitation.

In using the job samples and tests included in the curriculum in this book, care should be taken that the instructions are memorized and

given by all evaluators to all clients in the same terms. Otherwise norms will have no meaning. It is recommended that these and/or other tests and job samples which are used be standardized as best possible within the facility where they are used by keeping records of all clients' work. Their times spent in the different job samples and tests, the number of errors made where it is practical to keep that figure, along with short descriptive words which best describe the performance, need to be recorded. Words like "good," "fair," "slow," "laboriously done," phrases like "no concept of form or size," "poor coordination," "low patience tolerance," "high frustration point" and so forth, may be used to give meaning to the records of scores kept. These descriptive terms can be used most effectively in making reports on the client.

It will be noted that objectives are frequently repetitious. For example, the word "dexterity" is used perhaps even excessively repetitiously. Yet one consideration must not be overlooked, namely, that dexterity in one field or type of activity may be very high while in another area of activity it may not be in evidence. For example, no one would deny that the typist must be dexterous. This dexterity combined with skill makes for a good typist. The ability to shuffle and do tricks with cards may involve a similar form of dexterity to that involved in typing. The safe cracker's dexterity may be of a different nature altogether. The needle crafter's dexterity may be of a different nature to either of these. The pros and cons of this concept may be argued indefinitely, but tests which work in one area to produce certain evident results will not produce the same results in other fields of activity. This does not necessarily negate the proposition that skills are transferable. Interest may be a factor. At any rate, a sufficient number of varying types of tests for testing dexterity in the various fields of activity are much to be preferred than any single test for which it may be claimed that it is a final and valid test for dexterity under all conditions. Variable testing is encouraged. A client who handles deftly the pins in the Crawford Small Parts Test may fumble clumsily at placing cotter pins in a small hole with a pair of tweezers. They have something in common, but there is something different. The enterprising evaluator will be trying many different things to accomplish his desired purposes.

Another technique in extended evaluation is that of swapping places with the client. The technician who is skilled at looking on a job sheet and performing a given operation may look pretty stupid when he attempts to make out a job sheet. This reveals something of his ability to see all the angles of the problem. So, he should try making a job sheet—it may indicate that he should be advanced in his work. (Job number 92 of the curriculum.) Again one of the best ways to apprehend

the depth of one's comprehension is to take a good look at his explanation. So, a client should be given the opportunity to teach another client, to demonstrate to him one of the job samples. (Job number 74 of the curriculum.)

Generally, the initial phase of the evaluation establishes something of the current ability of the client. In extended evaluation this is built upon by determining something of his ability to learn and improve—not necessarily what the client is today vocationally is important; but what he can become with training and practice. Some job samples should be repeated in order to determine the extent of the ability to improve.

Some of the job samples in the curriculum are designed to measure more than one thing at the same time. In the preliminary testing set, job sample number three is a good test of finger dexterity and hand coordination; but at the same time it tests a client's ability to solve problems. He soon discovers that the crate falls all apart when he attempts to slide the slats into place. Then begins the work on the solution to that problem. In the extended testing period use of job samples number 10, tying neckties, reveals the client's ability to follow verbal instructions while carrying them out with physical movement. Patterns of rhythm and reasoning are obserable in the job sample number 56. While collating three stacks of cards one client may turn two with the right hand, one with the left. Another may turn two with the left hand and one with the right. Another may alternate each time, beginning the series with the right hand one time and with the left hand the next time. Others may have no pattern at all to the turning sequence. Observations on such things may turn up the small clue which so often helps in understanding a client's responses and actions. In these small clues are often where possible hints of underlying motivations are noted. Testing should be repeated from several angles to confirm or eliminate a dimly suspected trait.

CHAPTER IX
STAFFING AND REPORTING

It is wise to involve several people in the evaluation of a client. It is also wise to involve all these people in a determination of his vocational objective. Therefore, a good general rule for staffing is to have a number of people who have information regarding him to meet and pool their facts and opinions in the disposition of the client's case. Some people who are involved up to and through the evaluation period are the family, the counselor, the intake panel, the medical authorities, the psychologist, the psychometrist, the social worker, teachers, coordinator of evaluation, dormitory supervisor, and the evaluators. It is neither essential nor convenient for all of these people to get together, but it is generally convenient and usually essential that the presence of at least some of them and reports from others of them should be available at staffing time. And when is staffing time? As was pointed out in the section on initial evaluation, it is a good practice to do a little pre-staffing during and at the end of the initial evaluation period. The composite conclusion of a number of people working with the client is more than likely to be fairly accurate, so any time from a day to a week after the client enters evaluation is likely to be a good time for the pre-staffing. It is not necessary, even though often good, to have written reports of the initial phase of evaluation before this pre-staffing, but a report covering this period and the staffing should be made immediately afterward.

After the initial evaluation, after possible work adjustment training, after possible job tryout, and after further extended evaluation, reports should be prepared by the evaluator or evaluators most directly concerned with his evaluation. This report or these reports should be presented at the terminal staffing when evaluation is completed and when the client will be referred to training or work. Reports in advance of terminal staffing should be complete as to pertinent and critical facts. The style and the length of the reports are of concern to counselors and others for whom the reports are prepared. Although this is true, there is little agreement sometimes regarding both these factors. One counselor may say tell everything, another may say "give me the facts and save the malarkey." Most of them say tell it like it is; therefore, the evaluator has some guidelines and some criteria for preparing reports. A good criterion for length of the report seems to be that the report should be easily understood. It should include, along with data such as cultural factors, educational factors, psychological facts, and vocational abilities and worker traits, a statement of the client's interests and

ambitions. At the staffing on a given client, his evaluator should either read or present in some form the facts of his report. Other reports to consider in the staffing are those of the psychologist, the doctor, and other people who have worked with the client.

Each client should be staffed when his evaluator deems him ready for training or employment. The staffing should be as short as possible without omitting pertinent information which should be brought out. The coordinator of evaluation or the chief evaluator should preside at the staffing and call upon each person present for contributions or information. Reports bearing on the case should be presented or read in the absence of the maker of the report, should he be unable to be present. If employment is imminent and the prospective employer can do so, he should attend the staffing of his future worker. If the client is about to embark in a training situation, his trainer should be present at the staffing.Rarely, but occasionally, it is advisable to invite the client in for at least a short period during his staffing. Some statements from him may be quite important to the staff and particularly to his future trainer or employer.

A composite report covering all the reports plus the information brought out in the staffing should be made by the chief evaluator or the coordinator of evaluation for the permanent record of the client. Copies of all reports should be held by the persons making them. Other copies may be made as requested by counselors or other authorities.

Little has been said regarding supportive or encouraging counseling and discussion. Any decent course in evaluator training will, of course, include this. When the client has been evaluated and is about to enter training or employment, both he and the person receiving him should be encouraged to make allowances one for the other, but not to the extent of sacrificing efficiency and hard work. The client should be appraised of what will be expected of him and then encouraged to feel that he can deliver the goods. He should be made to feel that the people who have worked with him believe in him and are counting on him.

A word may be said for the occasional client who just doesn't seem to work out and is considered nonfeasible for any kind of vocational employment. When he does come along, the good evaluator will take the position that he has done all he could for his client, and that even though he has seemingly failed to find anything which he can do profitably there still may be innate qualities which he possibly overlooked. The evaluator must realize that he is not infallible and be willing for someone else to try before declaring a client nonfeasible. The staffing team must assume the same position. It would be a fearsome thing for any person to hear the words "You are good for nothing."

"There is work for all and tools to work with," and the good evaluator will help some to find that work and use those tools.

CHAPTER X
ACTIVITIES FOR TESTING THE CLIENT: INITIAL EVALUATION

On the following pages is listed a number of activities in the form of tests, work samples, and projects designed to assist in evaluating clients as to their potential for the performance of a number of jobs. A wide variety of activities is given in order that a minimum of worker traits and qualifications will escape discovery.

Instructions for the performance of the activity is given in each case. Also some objectives sought in the performance of the activities are given.

The client should be timed on each activity and compared to his group both in the time required and in the manner of performance of the activity. A skilled and observant evaluator will attach a great deal of importance to the latter. Notes should be kept on each client's work habits and recorded on his attendance card.

It may be noted that certain words are used repetitively, particularly in the objectives part of the exercises. While it may be said that dexterity is dexterity no matter where and how it is exhibited, be it noted here that there are many different facets to finger dexterity and abilities to coordinate hand, eye and brain. The skilled typist or pianist certainly possesses good finger dexterity. Yet this typist or pianist might make a very poor application of his dexterity on a job such as watch repair. The dexterity required for handling of carbon papers, silk or rayon may look pretty puny when applied to shuffling a deck of cards or to adjusting the valves on a combustion engine. The coordination exhibited in establishing the rhythm of walking with a cane does not necessarily mean that coordination and rhythm could be applied with equal facility to playing the drums.

In consideration of the foregoing, it may be observed that practice and experience would be the ruling factor in such hypothetical cases. Granted; still the evaluator's job is to identify this particular type of dexterity or coordination regardless of its origin. So, for all practical purposes, it may be said there are different kinds of dexterity. There are different kinds of coordination. Though this language may be objected to by some, surely the point has been made.

The conscientious evaluator will make countless observations not noted in these or any set of objectives. This fact is proved by experience. Certain objectives are planned and incorporated in the work activity or job sample or test. The performance of this test or activity or job sample may reveal many things not anticipated by the activity nor by the evaluator administering it. Some examples of variable quantities

observed in the different people performing the activities are interest, enthusiasm, patience, rhythm, concentration or lack of it, nervousness, frustration, and confusion; approaches such as delicate, awkward, natural, and many others. While each of these characteristics is anticipated in some tests, they are likely to pop up most unexpectedly in others. Different tests and activities are planned for the purpose of revealing these different qualities. Quite often, however, qualities other than those anticipated are more in evidence than those which are planned for. Obviously, all of this indicates that the evaluator must be observing closely while his client is performing in a test or other activity. The most insignificant clues should be recorded. These may include the very clue which will indicate a pattern or direction and will be the key to the client's work potential. Some of these sideline characteristics will be noted under the objectives for the activities presented.

As was previously pointed out, the first twenty activities are designed to cover to some extent the nine job families into which all occupations fall. These are given in some detail. Other activities are given with less detailed instructions and are used as suggestive of the multitude of job samples which may be worked out by the alert evaluator. For emphasis: the evaluator should not be too afraid of repetition or near repetition. A seemingly obvious worker trait observed in one activity may not be nearly so obvious in a similar activity which might be expected to reveal the same trait. Evaluation would be a quite simple matter if a single job sample could be worked out and relied upon for accuracy in revealing a given worker trait in every instance. This definitely is not the case. People are not machines, and for whatever reason are not highly predictable. Testing must be done from as many angles as possible. Observations which agree and those which seemingly conflict one with another must be considered in the determination of a client's potential. The good evaluator will finally know this.

In administering the following tests and work samples each evaluator should give each test the same way to each different client, and a common method should be used by the various evaluators in any department. This is absolutely necessary if norms are to be kept and comparisons made. If variations are used in giving any test, these variations should supplant the instructions as given here and become the rule for administering the test. The twenty activities given here comprise the job samples part of Initial Evaluation.

Tests, Job Samples and Work Activities

ACTIVITY NUMBER ONE

Sorting Large Bolts.

Material and equipment: For this activity a substantial wooden tray should be provided consisting of two compartments, one for bolts and one for lock washers. The bolt compartment should be approximately 4" x 10" x 12". The washer compartment can be much smaller, 4" x 4" x 12". A constant number of bolts (carriage or machine bolts) should be provided, say seventy-five. These should vary in size from ¼" x 1" to ¾" x 2½". It is not necessary that there should be an equal number of these different sizes but the number of each should be kept at a constant level. The washers are not used in activity number one, but later.

Procedure: This test is administered as follows: The tray is placed in front of the client who is standing on one side of a work station approximately 36" to 42" in height with the evaluator standing opposite him and facing him. Demonstrating as he speaks, the evaluator instructs the client to lay out each bolt on the table arranging them in rows by size, considering both length and diameter. The demonstration may require only a few bolts. Each row will contain only one size bolt. The client is asked of he understands the instructions. When the answer is affirmative, the bolts are placed back in the box and the client is instructed to begin. As he begins, the stopwatch is started. When he finishes the time is recorded on the attendance card.

Objectives: Size perception, weight, length and diameter discrimination, and sense of orderliness.

Note: ordinarily this test will be given first in the series, though not necessarily so. Since this is true the evaluator should be on the alert for any sign of nervousness or frustration on the part of the client. It should not be considered bad if the client is nervous. It should be considered bad, however, if the evaluator does not take note of his nervousness.

ACTIVITY NUMBER TWO:

Collating cards

Material and Equipment: Card file box 4" x 6" and one set of 4" x 6" index cards with tabs. Thirteen ruled file cards 3" x 5".

Procedure: The client is seated for this activity. The cards are layed out, the index cards on the client's right, the file cards on his left, but both almost immediately in front of him. Space is left between the cards and the edge of the table for another stack. All cards are face up; that is, the A on the index card is on top face up. To orient blind clients, their hands should be guided over the stacks of cards while the

explanation is being given. Then demonstrating and instructing at the same time, the evaluator says "In this stack of cards under your right hand are twenty-six index cards. Under your left hand are thirteen file cards. You will notice the index cards are larger than the file cards. You are to pick up one at a time, two index cards, like this—one index card and turn it over, place it face down immediately in front of you. Now another index card, turn it over and place it down on the first card. With your left hand, pick up one file card, turn it over and place it face down on the two index cards. You will note that you used two index cards and one file card. In other words, two cards with your right hand and one card with your left hand. Now, you will repeat this operation until all the cards have been turned over and stacked into one stack. Do you understand what you are to do now?" Having made sure the instructions are clear, the cards are placed back on the original stacks and the client is instructed to begin working and the stopwatch is started. When part one is finished, then the client is instructed to replace all the cards as they were and very definite instructions are given something like this: "Starting with your left hand pick up one file card, turn it over and place it back where it was originally. (You show him how to do this). Then with your right hand, pick up one index card, turn it over and lay it down face up where it was. Now another index card, turn it over and so on until all the cards are replaced in the original two stacks. Do you understand? Ready—Go." Now this operation is timed just as the other one and recorded in columns number two under "Time" on the back of the attendance card. Obvious errors are recorded in the third column under "Errors". Notes should be made on procedure, very briefly, and recorded in the "Remarks" column on the back of the attendance card. Failure to turn a card would be classed an error. Turning two of each kind of card would be classed an error. Remarks on procedure should go something like this—"slow" or "nervous" or "good" or "good rhythm" or "uncertain" or "calm" and such as describe the procedure.

Objectives: Finger dexterity, neuromuscular coordination, resistance to confustion, neatness, and bimanual dexterity.

Notes: Upon completion of this test the cards should be checked by the evaluator to see that their original order is maintained. Of course, the evaluator should know this as he is watching carefully. The time is recorded and notes made as to work habits observed. One evidence of good dexterity and coordination exhibited in this test is rhythm. A rhythmic, continuous movement indicates better control than a halting uncertain movement.

ACTIVITY NUMBER THREE:

Assembling a Small Crate

Material and Equipment for this test is a knock-down wooden crate 2" x 6" x 8" inside dimension. It is held together by half-lap joints in the ends and sides. The bottom is made of thin slats which slip into grooves in the ends and rest on rabbets in the side members.

Procedure: The evaluator explains and demonstrates briefly the construction of the crate, the half-lap joints and the grooves, and names the parts—two ends, two sides, and four bottom slats. He then asks the client to disassemble and reassemble the crate in his own way. When the client knows and understands instructions, the test is started and timed. The test is finished when all the parts are assembled properly.

Objective: Bimanual finger dexterity, coordination, abstract reasoning, problem recognition, problem solving ability, and tolerance. (Does the client give up easily and not finish?)

ACTIVITY NUMBER FOUR:

Purdue Pegboard Test

Material and Equipment: Standard.

Procedure: The client's position in taking this test may be either sitting or standing. Since there is an instruction manual furnished with this test, it may be used in giving the directions. The test should be done with the right hand singly, with the left hand singly, and then with both hands and all three sets of scores recorded. To do this, one of the sets of scords will have to be recorded under Remarks. The score can then be compared with established norms.

Objectives: Dexterity and space perception, distance perception, direction, finger dexterity, memory and patience tolerance.

ACTIVITY NUMBER FIVE:

Pennsylvania Bimanual Test

Material and Equipment: Standard.

Procedure: This also is a standard test with a manual and forms provided. The client is seated comfortably at a table and the instruction manual is followed in giving instructions.

Objectives: This is another test for bimanual dexterity, coordination. In some cases work tolerance, degrees of finger and wrist strength are observable. It is a monotonous type test and sometimes reveals something of the client's attitude toward work. Notes should be taken of remarks by the client, such as "Why do I have to take a monotonous old test like this?" or "What good will putting these nuts on and off do me?" Attitudes are a very important part of a worker's qualifications.

ACTIVITY NUMBER SIX:

Making a Belt of Leather.

Material and Equipment: The materials for making this belt consist of five separate kinds of parts; the tongue, links, a snap link, a keeper, and buckle. To assemble, the links are folded, finished side out. Call the hole nearest the end of the tongue Hole No. 1. Call the slotted hole in the small end of the link Hole No. 1.

Procedure: 1. Fold small end of link lengthwise and poke through Hole No. 2 in tongue. Fold link crosswise so that Holes No. 1 and No. 2 of link and Hole No. 1 of tongue are all aligned. 2. Fold next link in same manner as first. Poke through Hole No. 2 of first link, Hole No. 1 of tongue, and Hole No. 1 of first link. Fold crosswise as before, thus aligning the three holes. 3. Fold third link, poke through Hole No. 2 of second link, Hole No. 3 of first link, and Hole No. 1 of second link. Fold crosswise. 4. Proceed with all other links the same as link number three until the belt is long enough. 5. Slip the keeper over the last link. 6. Push the tongue of the buckle through slot in the snaplink in such a manner that the snap is on the tongue side of buckle when the link is folded. 7. Treat snap link as a regular link except that the small end of the snap link is inserted in the opposite direction through the last regular link. Fold and snap through Hole No. 3 in the last regular link and through round hold in the snap link.

Objectives: To determine the sense of touch, determine neatness, note interest, determine ability to follow instructions, and note hand coordination and finger dexterity.

Note: Obviously this job could not be done by instruction alone; it will have to be demonstrated item by item until the pattern is established in the mind of the client. It then becomes a comparatively simple task and provides the client with an immediate feeling of achievement which is tangible. This is an excellent test for mentally retarded people.

ACTIVITY NUMBER SEVEN:

Pressing Five Neckties

Material and Equipment: A steam iron with its water contained, or used in connection with a small tank, an ironing board, and template for shaping the end of the ties are provided.

Procedure: Fill the steam iron with water; demonstrate this action to the client. Plug in the iron and turn the temperature switch to wool. For blind clients the relative position of this switch is indicated by showing them and letting them feel the position. Place the large template or metal press plate into the large end of the tie. Center the point with the point of the tie. Allow the tie to stick over just ¼" past the end of the press plate. See that the seam runs down the middle of the plate so the tie is equally

divided as to the center seam. Next, place the other press plate in the other end of the tie in the same manner. Turn the tie seam up to press. With the steam button on, so that steam is escaping onto the tie, press the tie throughout its length using light pressure. Then release the steam button and run over the tie lightly again with a small amount of pressure. Remove the press plates, hang up the tie and repeat for next tie.

Objectives: Ability to follow instructions, adaptation to heat, determination of tension and sensitivity of touch.

Note: This test may reveal some occupational ability as well as worker traits mentioned above. The client is timed in minutes and seconds on this test. Later a pressing test will be given similar to this, except the client will press for one hour and then count the ties pressed as a measure of his production ability.

ACTIVITY NUMBER EIGHT:

Setting Up Tacks with Tweezers

Material and Equipment: a hardwood block ¾" x 2" x 4" is furnished. It is positioned on the table in front of the client with the smooth edge turned up. (Note: It sets on one of the thin edges with the other edge as the working surface.) Ten upholstery nails and a pair of tweezers are furnished. A number 4 upholstery tack is suggested. This test can be taken better in a seated position. If the client is blind, he is allowed to touch the tack and tweezers to see that the tack is held in the right position—head down in the tweezers.

Procedure: Demonstrate—Pick up the tack with the tweezers, place it head down on the edge of the block. Then another and another and so on until all ten are placed on a row on the edge of the block." This ends part number 1. Time is recorded. Part number 2 consists of removing the tacks with the tweezers one at a time without knocking the others off. The tacks are placed in a container as they are removed.

Objectives: Close work tolerance, patience and frustration tolerance, sense of touch.

Note: A few extra tacks should be furnished so that in case of one being dropped another can be substituted. Client should be instructed not to try to find tacks which are dropped.

ACTIVITY NUMBER NINE:

Making a Sanding block

Procedure: The client should be shown a sanding block of wood which is ¾" thick, 2" wide, and 4" long. If he is able to read either print or Braille, then he is given a job sheet containing the bill of materials, the tools and equipment needed, and explicit instructions for making the block. In the case of totally blind clients or mental retardates who are not able to read Braille, specific instructions must be given and demonstrated

WOODWORKING JOB SHEET

Workman_____Date_____19____

Project approved by_____

Workman's objective: To make a sanding block
Teaching objective: (P, primary; S, secondary)

( ) Laying out ( ) Cutting to dimensions ( ) Surfacing
( ) Smoothing ( ) Joinery, Basic ( ) Joinery, Intermediate
( ) Joinery, Advanced ( ) Assembling ( ) Other

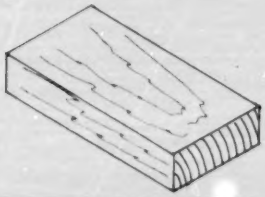
Completed_____, 19____ Inspected by_____Mark_____

Materials needed

1. 1 piece poplar or pine
2. 1/8 sheet sandpaper each, No. 1

Tools needed

1. Try square
2. Knife
3. Pencil
4. Back saw
5. Hand rip saw
6. Smooth plane



PROCEDURE

What to do	Tools
1. Select small piece of poplar or pine	1. Try square
2. Lay out 2" wide by 4" long	2. Pencil
3. Cut to exact length, 4"	3. Knife
4. Rip to 2" wide, plus a little extra for planing	4. Back saw
5. Plane rough edge	5. Hand rip saw
6. Test for squareness	6. Smooth plane
7. Show to your instructor	7. Try square

Save this handy little block for hand sanding your wooden items. You might drill a hole near one end for hanging it near your work bench. If you tear a sheet of sandpaper into 8 equal pieces, the pieces will just fit this block.

In job No. 2 you will learn something about painting as you paint your sanding block. Then in job No. 3, you will learn to draw it.

Workman's notes:_____

Figure Number 1.

by the evaluator. The job sheet, figure number 1, shows all the information needed for giving this test.

Objectives: Ability to follow written instructions, reaction to definite planning, ability to handle tools, sense of measurement, laying out, sawing, planing, testing, and general work habits are also noted.

ACTIVITY NUMBER TEN:

Tying Five Neckties

Material and Equipment: Five ties are specified in order that client will have some practice and will demonstrate his ability to learn by practice. The test must be explicitly demonstrated and instructions repeated if any degree of success is to be expected. To make the test effective for a person who ties his tie in this manner already, an alternate method should be used.

Procedure: Demonstrate and instruct as follows: "Take the large end of the tie in the right hand, the small end in the left hand. Place the tie around the neck with the large end on your right. Adjust so the large end hangs down four times as long as the small end. (Note: The large end of the tie is always left hanging on the right after each operation.) This tie tying is accomplished in three essential operations as follows—over and up, under and down, over and up, tie. 1. Take the large end, cross in front of the small end of the tie, come up by the neck and pull the tie out making a simple knot and leaving the large end of the tie hanging to the right of the small end. We will say this is the over and up movement. 2. Next, pushing the large end of the tie back of the small end, coming up on the left hand side and going down by the neck with the tie emerging at the bottom, bring the tie out on the right hand side again, always keeping the seam side of the tie turned in. We will call this the under and down operation. 3. Crossing in front of the small part with the large end again, come up by the neck with the fingers of the left hand providing a loop in the tie at the point of contact. This is another over and up operation. Now, to tie pull the large end of the tie through the loop and take up the slack. Adjust the knot and slip upward on the small end until it fits around the neck snugly.

Objectives: Profit by demonstration, follow instructions implicitly, problem solving, reasoning. Some clients may be expected to give up on this one; quite naturally with such complicated instructions the task will not be accomplished immediately. After the first effort if the client fails to catch on, he should be reviewed on the over and up, under and down, over and up procedure until it begins to make sense to him. A subjunctive evaluation of the client's common sense is perhaps one of the best results of this test.

ACTIVITY NUMBER ELEVEN:

Tearing Sandpaper

Material and Equipment: Two sheets of sandpaper are provided, one for the evaluator and the other for the client.

Procedure: The evaluator demonstrates as he gives these instructions.

1. Fold the sheet of sandpaper crosswise of the sheet, i. e., fold the top down to the bottom and crease the paper across the sheet, not lengthwise. Remember that the sandpaper should be folded so that the sanding side is always turned in to prevent the hands being injured by abrasion. 2. Crease and tear into equal parts. 3. Then fold each half across the shorter dimension and tear likewise. That gives four pieces, one-fourth sheet size. 4. Fold each of these fourths across the shorter dimension and tear into two pieces, making eight equal parts. If this is correctly done, each of these parts will be exactly the same size and shape.

Objectives: Following instructions, remembering, and a utility value of correctly tearing sandpaper for use on a 2" x 4" sanding block.

ACTIVITY NUMBER TWELVE

Making Change

Material and Equipment: Toy or simulated money is provided in 1, 5, 25, 50-cent and $1, $5, $10, and $20 denominations.

Procedure: Each evaluator will make problems involving less than $1 change, items costing between $1 and $2, items involving $5 bills, and items involving larger sums of money. Four, five, or more problems should be provided, the results checked and recorded. For purposes of standardization, these are suggested: make change involving 20 cents out of $1, 31 cents out of $1, $1.75 out of $5, $3.50 out of $10, $2.25 out of $20.

Objectives: To test the client's familiarity with money and making change, general arithmetical ability.

Note: The client is not to be coached unless absolutely necessary. It should be noted whether he starts with 20 cents and counts up to $1 or whether he subtracts 20 cents and then gives the 80 cents change, etc., etc. Note should be made not only of his accuracy, but his aptitude or ineptitude in handling money.

ACTIVITY NUMBER THIRTEEN:

Sawing Out Basket Bottom

Material and Equipment: For this test a piece of plywood, a little more than 8" square is provided the client. The band saw is rigged with a jig which is easily used by totally blind people. See Figure No. 2.

Procedure: The client is shown the jig and is given a brief demonstration before the motor is started. The point of danger, i. e., the cutting edge of the band saw, is pointed out and safety precautions emphasized. The spur point in the jig is shown to the operator and in the case of a blind person, his hands are guided over it and its use is explained to him. Then the evaluator demonstrates the whole operation by placing a blank square of plywood in the machine and cutting the bottom while the client watches, or again in the case of the blind client while he follows all

the movements with his hands. If there are questions, these instructions are made clear and then the client proceeds to cut another bottom.

Objectives: To familiarize the client with machine operation and to stimulate some confidence that he can operate a machine.

Note the facility with which the client adapts to this operation. Record such things as apprehension or fear, pleasure exhibited, and other subjunctive matters.

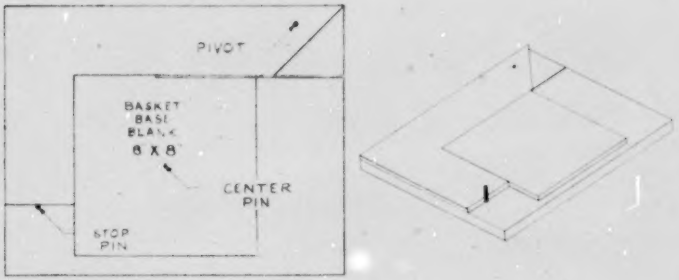


Figure Number 2.

ACTIVITY NUMBER FOURTEEN:

Drilling Holes in Basket Bottom

Material and Epuipment: The product of Activity Thirteen is used for this activity. Here again, a jig is provided on the drill press which makes use of a series of saw kerfs or notches cut into the perimeter of the jig. This (jig) governs the spacing of the holes. (Figure No. 3)

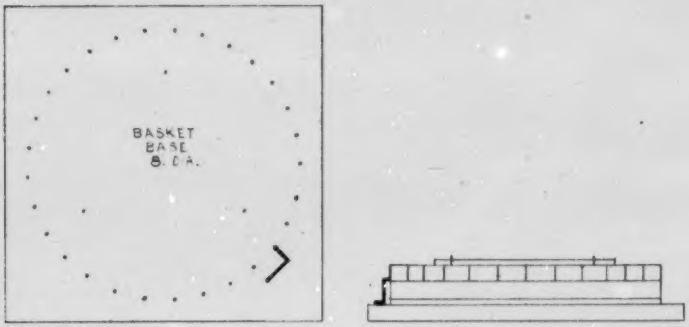


Figure Number 3.

Procedure: The evaluator places the basket bottom in the jig on the drill press and proceeds to demonstrate drilling the bottom, showing how to turn the jig just far enough and feeling for the click when the spring clip moves into place in one of the saw kerfs. At this point, a hole is drilled. Then the drill is raised and the jig is moved to another position and stopped when the spring drops into another saw kerf. Care must be exercised to hold the basket bottom down firmly on the jig so that the drill will not pick it up when being raised. The dust must be blown from the jig every time a piece is finished before a new one is put into place.

Objectives: Further experience with machines. Sense of touch, determined by the response to the spring clip in the saw kerfs. Judgment, determined by cleanliness, holding the material down, and placing it in the jig properly. General machine operation proclivity.

ACTIVITY NUMBER FIFTEEN:

Upholstering a Footstool

Materials and Equipment: Preassembled stool frame, webbing, burlap, cotton, cover material, dustcloth material, cord and tacks.

Equipment (Tools): Kit of upholstering tools including hammer, ripping tool, stretcher, and scissors.

Procedure: This activity is presented in steps as follows: (1) put webbing on frame, (2) attach burlap, (3) tear and apply cotton, (4) cut and put on cover, (5) make skirt with cord sewn in, (6) attach skirt, and (7) cut and tack on dust cloth. Each step is demonstrated in its turn by the evaluator, with appropriate instructions and guidance. Only one step at a time is presented, and client completes the step before another is introduced.

Objectives: Ability as an upholsterer; all-around neatness, cloth-cutting, measuring cloth, tearing cotton and padding the stool smoothly, use of cording foot sewing machine; perhaps taste in selection of materials for non-blind clients.

ACTIVITY NUMBER SIXTEEN:

Making a Rattail Splice.

Material and Equipment: Some pieces of bell wire, two pairs of pliers.

Procedure: The evaluator demonstrates this project and gives instructions as follows: "Two pieces of wire approximately 6" long are cut, one end is stripped back to about 1½" from the end, both pieces are held together in a parallel position, stripped ends together, with electrician's pliers. The stripped ends are widened slightly to form a "Y", then with the fingers these are twisted together until they become too hard to twist with the fingers. Then the pliers are used to finish the twist."

Objectives: Handling of small hand tools, neatness, following directions, finger dexterity and coordination, acquaintance with

electrician's tools.

Note: The tendency is to allow one piece of wire to remain straight and wrap the other piece around it. When this happens, it should be corrected and the client allowed to practice until both wires are twisted equally to give a nice looking job.

ACTIVITY NUMBER SEVENTEEN:

Cutting and Filing Small Iron Discs, ¼" thick

Material and Epuipment: A short length of ½" round iron bar, a hack saw, a vise, a rule (Braille for blind clients), and a flat mill file are furnished.

Procedure: Very little demonstration is necessary as this job is monotonous and not hard to understand. The client is shown how to fasten the work in the vise, the proper use of the square or rule in measuring is demonstrated, and a small cut is made by the evaluator. Then the client is left to cut the four discs and file the ends smooth. A minimum of instructions should be given, but the client's use of the tools should be observed closely.

Objectives: Acquaint the client with the use of the hacksaw, vise, measuring device, and the file. Work tolerance and ability to recognize smoothness.

Note: The client who understands this job will place the material in the vise close to the jaws of the vise in a horizontal position and will make the saw cut in a vertical line. Variations from this will cause lopsided discs which are not the ideal. Filing is a test of work tolerance, as the client usually feels that he has finished long before he has achieved a smooth finish on the discs.

ACTIVITY NUMBER EIGHTEEN:

Sewing a Hem

Material and Equipment: Cloth, such as sheeting, a pair of scissors, and a sewing machine are furnished.

Procedure: A strip of cloth, say 2" wide, is cut or torn from a small piece of cloth. The edges are folded twice and creased on the edge of the machine. This is done by the evaluator as he verbalizes the instructions. If necessary, the proper positioning of the cloth in the machine and the proper positioning of the hands are demonstrated. However, and this is a general rule to follow, instructions should be kept to the minimum. If a client knows how to do a thing, he need not be told or shown. The client is allowed to sew one or several seams. Perhaps interest may cause him to want to sew several seams.

Objectives: Familiarity with sewing machine and material, ability to sew a straight line, foot, hand, neuro and eye coordination, patience tolerance, neatness.

Both domestic and commercial machines are utilized for evaluation.

ACTIVITY NUMBER NINETEEN:

Writing a Short Paragraph

Material and Equipment: Paper (bond or Braille), and choice of pencil, typewriter, Brailler, slate and stylus, and a desk or table.

Procedure: The client is assigned a paragraph or page or more to write depending on his choice and ability to write. Usually, the client asks what he must write and makes some excuses. He should be put at ease and assured that his writing must not be taken too seriously, as nothing great depends upon it, but that a sample of his handwriting would be appreciated and that it would be nice to have a little story of his life, or his main interest, or why he came to school, or any number of suggestions which might be made. He is then left to write.

Objectives: Note the client's expressive and creative abilities, neatness in writing, spelling, use of English, and other grammatical features.

Note: This is one of the best activities for getting to know the client. It is impossible to overrate this activity for this purpose. The written work should be filed in the client's folder and kept. The evaluator may find it a quite interesting exercise to take note of how many impressions may be picked up by reading the client's productions. This test, unlike the first eighteen, is not timed with a stopwatch but is timed according to class periods spent.

The client's present academic functioning level should be established. His outdated school record may no longer be valid. Frequently related training is needed.

ACTIVITY NUMBER TWENTY:
Testing for Educational Level

Material and Equipment: Tests made up on somewhat the following bases are adequate for initial evaluation of the client's educational ability: Fifty spelling words, extending through grade nine; twenty math problems, five each of the four fundamentals, addition, subtraction, multiplication, and division. These should perhaps be based on fifth grade arithmetic. If the client is fairly good in arithmetic a few abstract reasoning problems may be given, also a few extra words in spelling may be added as well as some vocabulary testing in the form of multiple choice, sentence completion exercises. A few very short poems should be available in case the client shows above elementary level ability. For clients who cannot read, the evaluator will read the problems and give the spelling orally.

Procedure: All of these tests should be given on paper if the client sees and if he is literate: if not, they may be read to him. The poetry may be read to him line by line, and his ability to remember and quote the lines noted.

Objectives: To determine the client's academic functioning level, to find his capacity for memory work. While all of these exercises should be readily available, certain of them should be given as a minimum for initial

evaluation in academic work and then the others may be added. Each unit will establish its battery of academic tests.

CHAPTER XI
ACTIVITIES FOR TESTING THE CLIENT: EXTENDED EVALUATION

It has been pointed out previously that some clients reach training or work objectives during the initial evaluation period. Others are found to be in need of work adjustment and must be given some job samples on the trades level. These job samples may be interspersed with some ancillary services, particularly in schools or facilities equipped to offer mobility, homemaking, personal grooming, personal adjustment, typing, and other services. The evaluator's chief concern of course will be conditioning for work to the point where extended evaluation is feasible. Still other clients will not have reached an objective, but perhaps will not necessarily be candidates for work conditioning. In this case, extended evaluation may proceed by further testing with a concentration of exercises and job samples in the job family selected during the initial evaluation. These further tests are for the purpose of pinpointing the occupation within the job family which will enable the client to reach his optimum in job satisfaction.

The list of job samples which may be devised for attaining this goal is endless. Each alert evaluator will be designing and devising exercises of his own for his use. Others are listed here, but treated in much less detail than

Work experiences on trades level should replicate actual industrial equipment and procedures.

in initial evaluation. The beginning evaluator, having had the experience of initial evaluation in the use of the foregoing twenty activities, will be able to compose his set of instructions and administer these which follow in his own way. Let it be emphasized here, however, that a pattern be established for giving the tests and administering the activities so that norms may be established and comparisons made which will have meaning.

Most of the remaining listed exercises are grouped in groups of three to six or more dealing with the same job family; for example, Activities Numbers Twenty-one through Twenty-six are all of similar nature and have to do with the skills of the hands. They relate more to the mechanical skills than any other field. The next grouping, beginning with Number Twenty-seven, has to do with the sewing trades. Then other groupings follow. A few of these will be presented in some detail, while those remaining are offered only as suggestive of any number of activities which may be developed by the individual evaluator.

ACTIVITY NUMBER TWENTY-ONE:

Driving Nails

Material and Equipment: A box capable of holding a supply of some twenty-five to fifty blocks described below should be provided. This box, and the blocks, may be made as a project by some client who needs work conditioning. This box should be filled with blocks sawed from soft pine 2 x 4's. The block should be approximately 3" in length. For this particular activity, one of the pine blocks, a hammer, and five six-penny finish nails are provided. The client is instructed to set the block up on end and drive the nails into it. Nails must be driven all the way in. When he understands the nature of the test, he is given a starting signal and the watch is started.

Objectives: Finger dexterity and hand coordination, such as is involved in all of the mechanical operations; space, distance, and direction discrimination; ability to use a hammer, testing hand grip.

ACTIVITY NUMBER TWENTY-TWO

Driving Screws

Material and Equipment: a kit similar to the one provided in Activity Number Twenty-one should be prepared for this activity also. The box contains a number of blocks sawed from hard wood, such as maple or oak. The blocks are ¾" thick by 1½" wide by 6" long. Five holes are drilled through the block from one side with a number nine drill bit. These holes are countersunk to receive the heads of flathead screws. For purposes of this activity the following are furnished: one block, five screws, ¾" number nine flathead; and three screwdrivers of various sizes.

Procedure: The material and equipment are given to the client. He is given a choice of screwdrivers and instructed to run the screws into the holes in the wood until the heads are flush with the surface. He is timed on

this operation. Then he is instructed to remove the screws and place them on the table. He is also timed on this operation. The scores are recorded in time columns on the reverse side of the attendance card.

Objectives: To test hand grip, judgment, sense of vertical, and overall work habits.

Note: Every movement of the client must be observed in this test. His choice of screwdrivers is important. A screwdriver large enough to fill the slots in the screw, yet not too large to drop into the slot, should be chosen. The client must, by all means, hold the screwdriver in a direct line with the shank of the screws. Enough pressure must be applied to prevent the screwdriver slipping out of the slot. Caution—a point of safety is involved here. The screwdriver often slips and scores the side of the slot and leaves a sharp metal splinter projecting on the head of the screw. The tendency among the untrained is to brush that splinter away with the hand. This is extremely dangerous and must be prevented, if possible.

ACTIVITY NUMBER TWENTY-THREE:

Pardue Pegboard Test

Material and Equipment: A manual is furnished with this test and instructions should be followed.

Objectives: Finger dexterity, coordination, speed, confusion tolerance. Note whether the nuts, collars, and pins are placed in the proper bowl and what is done if confusion results at this point. This test serves somewhat to check on the client's memory and organizational ability.

ACTIVITY NUMBER TWENTY-FOUR

Sorting Lock Washers

Material and Equipment: The lock washers provided in the kit for Activity One are used in this activity.

Procedure: The client is shown the washers and the difference in sizes and then is instructed to place the washers out on the table in piles, each pile being of a different size washer. When he understands what is to be done, he is instructed to begin and is timed on the test.

Objectives: Size and weight discrimination, confusion tolerance, speed and organizational ability, and general problem-solving ability.

Note: Short comments, as "good," "confused," "gets mixed up easily," "forgets which pile," or such notes as these will help describe his activity and acuity.

ACTIVITY NUMBER TWENTY-FIVE:

Assembling Large Bolts and Washers

Material and Equipment: Again the kit for work sample One is used. (Note: The nuts should be flush with the end of the bolts at the beginning of this test.)

Procedure: The nuts are removed from the bolts, a washer selected

which exactly fits the bolt, placed on the bolt and then the nut is replaced but not run up any more than is required to stay on the bolt. One or two turns is sufficient. Client is told it is a timed test and to proceed as fast as reasonably possible without becoming confused. It should be counted an error if a washer is placed upon a bolt smaller than the maximum size on which it would fit.

Objectives: Gross finger dexterity and coordination, familiarity with sizes of bolts and washers, size discrimination, ability to organize work, and in the case of the blind, some memory work. Something of the general intelligence shows up in this test in the manner in which the client locates and organizes his piles of washers and bolts.

ACTIVITY NUMBER TWENTY-SIX

Disassembling Bolts and Washers

Material and Equipment: The same material and equipment used in Number Twenty-five are used here. In fact, it can be a continuation process. On this test the reverse process is used, that is, remove the nut from the bolt, remove the washer and place it in the tray, replace the nut; but this time the nut is run onto flush position—that is, flush with the end of the bolt.

Objectives: The same organizational abilities are looked for in this test, along with the speed and dispatch with which he accomplishes the test. Notes are made as in other tests.

Note: This activity should follow immediately after Activity Number Twenty-five. Note again that Numbers Twenty-one through Twenty-six are of a similar nature and have to do with the skills of the hand. These are given in a group and we begin to see a pattern of skills or lack of skills in this particular area.

ACTIVITY NUMBER TWENTY-SEVEN

Pressing Neckties—One Hour

Material and Equipment: Same as for Number Seven.

Note: The objectives of this test in addition to those of Number Seven are work tolerance, heat tolerance, and general work habits. The degree of interest is also noted. Less ambitious people and mental retardates function better in jobs of this nature as a rule.

ACTIVITY NUMBER TWENTY-EIGHT

Thread a Sewing Machine

Material and Equipment: A sewing machine, thread, and needle threader. It is well to standardize this procedure by using the same machine. Singer No. 241-11 or No. 251-11 is satisfactory.

Procedure: This procedure consists of demonstrating and practice, demonstration on the part of the evaluator and practice on the part of the client. In case of the blind client, his hands are guided over the parts of the

machine involved in threading. One new trick that may be introduced here is the balling of the thread in order to put it into the needle threader. If the end of the thread is rolled in a circular motion between the thumb and first finger, it will create a little ball which is easily pushed through the needle threader. This in turn can be inserted into the eye of the needle. With practice the blind client will be able to thread the machine easily.

Objectives: Close work tolerance, work, "seeing" with the hands.

ACTIVITY NUMBER TWENTY-NINE

Measuring and Cutting Cloth

Material and Equipment: Sewing machine, cloth, tape measure, and scissors.

Procedure: The client is given the material and instructed to cut six strips of cloth 6" wide and 12" long. Accuracy should be lightly stressed but not enough to make the client nervous. Supportive comments and constructive criticism should be offered after the effort.

Objectives: To discover the client's ability to measure cloth accurately, use the scissors, exercise judgment in cutting straight, and general proclivity for soft goods work. In the case of the blind the Braille rule is used.

ACTIVITY NUMBER THIRTY*

Pressing Small Strips of Cloth

Material and Equipment: Steam iron, ironing board, and the strips of cloth produced in Activity Number Twenty-nine.

Procedure: The client is asked if he understands the use of the steam iron. If not, instructions should be given about setting the temperature, using the lever to admit the steam, and then pressing the cloth. Cloth should be pressed once with the steam on and then dry pressed once.

Objectives: To test client's ability to use the steam iron, judgment (knowing when the cloth is properly pressed), work habits, neatness in stacking, and care of the iron.

ACTIVITY NUMBER THIRTY-ONE*

Hemming on the Sewing Machine

Material and Equipment: Sewing machine and strips of cloth pressed in Activity Number Thirty.

Procedure: Instructions for making the hems are given and then the client is timed and workmanship is noted.

Objectives: Sewing ability as noted in the straightness of the seam, the ability to run the machine, tolerance for confusion, fear of the machine, and confirmation or elimination of soft goods work as a field of operation.

Note: This is an extension of Number Eighteen but to the point of

*Activity Number Thirty-one may be given before Activity Number Thirty if desired.

small production. Some clients have never used an electric machine. If possible, a choice of the old-fashioned manually operated machine and the electric machine should be given first. This is because some clients are actually afraid to use electric tools.

ACTIVITY NUMBER THIRTY-TWO

Making Napkins

Material and Equipment: Same as for Activity Number Thirty-one, except that extra cloth is provided. Sheeting is satisfactory.

Procedure: Instructions should be kept to a minimum. In fact, this should be a test of ability to design, cut, and sew. If the client wants to know what size to make the napkins, the client should be asked what size she thinks would be right.

Objectives: Check out in sewing.

The pattern for administering job samples should be well established by the time this point is reached. Other activities and job samples will be listed without instructions and objectives, as it is assumed that the evaluator will be able to adapt some of them to his use and to make others which may serve better. The following then are listed as a continuation for testing in several areas:

ACTIVITY NUMBER THIRTY-THREE:

Fold Ties for Thirty Minutes.

ACTIVITY NUMBER THIRTY-FOUR:

Cut Iron Discs as in Activity Number Seventeen, but to the point of work tolerance test.

ACTIVITY NUMBER THIRTY-FIVE:

Make a Flower Box of Sheet Metal.

ACTIVITY NUMBER THIRTY-SIX:

Soldering this Flower Box.

ACTIVITY NUMBER THIRTY-SEVEN:

Spray Paint the Flower Box.

ACTIVITY NUMBER THIRTY-EIGHT:

Solder Chain of Small Pieces of Metal ¼" x 1".

ACTIVITY NUMBER THIRTY-NINE:

Sort Small Stove Bolts, several hundred small stove bolts from 1/8" x ½" up to ¼" x 2" should be used here.

ACTIVITY NUMBER FORTY:

Remove the Nuts from All These Stove Bolts.

ACTIVITY NUMBER FORTY-ONE:

Replace the Nuts on the Stove Bolts.

ACTIVITY NUMBER FORTY-TWO:

Whip Lace a Key Case, Combcase, or Pocketbook.

ACTIVITY NUMBER FORTY-THREE:

Weave a Basket

ACTIVITY NUMBER FORTY-FOUR

Cane a Footstool

ACTIVITY NUMBER FORTY-FIVE:

Make Several Sanding Blocks, same as Number Nine.

ACTIVITY NUMBER FORTY-SIX:

Cut One Dozen Basket Bottoms.

ACTIVITY NUMBER FORTY-SEVEN:

Drill Holes in the Basket Bottoms.

ACTIVITY NUMBER FORTY-EIGHT:

Make a Card File Box or Shoeshine Box.

ACTIVITY NUMBER FORTY-NINE:

Make a Wood Stool.

ACTIVITY NUMBER FIFTY:

Upholster the Wood Stool.

ACTIVITY NUMBER FIFTY-ONE:

Place Cotter Pins in Holes on a Block.

ACTIVITY NUMBER FIFTY-TWO:

Place Cotter Pins in the Eyes of the Cotter Pins in Number Fifty-One.

ACTIVITY NUMBER FIFTY-THREE:

Using tweezers, place ten upholstery tacks on the ¾" edge of a block.

ACTIVITY NUMBER FIFTY-FOUR:

Insert Tiny Screws in Metal Plate (watch size screws).

ACTIVITY NUMBER FIFTY-FIVE:

Place Sheet Metal Screws in Sheet Metal.

ACTIVITY NUMBER FIFTY-SIX:

Collate three Stacks of Cards.

ACTIVITY NUMBER FIFTY-SEVEN:

Mail Originals and Enclosures and File Copies and Carbons, Six Letters.

ACTIVITY NUMBER FIFTY-EIGHT:

Lay Out Several Attendance Cards with Lines, Using Templates

ACTIVITY NUMBER FIFTY-NINE:

File a Set of 100 Cards Alphabetically (provide in Braille and type).

ACTIVITY NUMBER SIXTY:

Make Electrical Connections on Binding Post.

ACTIVITY NUMBER SIXTY-ONE:

Make a Rattail Splice, Solder, and Tape It.

ACTIVITY NUMBER SIXTY-TWO:

Hand Tool Dexterity Test (Standard).

ACTIVITY NUMBER SIXTY-THREE:

Disassemble a Fuel Pump, a Starter, a Generator, or Small Gasoline Engine.

ACTIVITY NUMBER SIXTY-FOUR:

Sharpen a Wood Chisel.

ACTIVITY NUMBER SIXTY-FIVE:

File a Hand Saw or Circle Saw.

ACTIVITY NUMBER SIXTY-SIX:

Extra Practice in Making Change.

ACTIVITY NUMBER SIXTY-SEVEN:

Make Sales Using Simulated Money.

ACTIVITY NUMBER SIXTY-EIGHT:

Make Purchases Using Simulated Money.

ACTIVITY NUMBER SIXTY-NINE:

Use a Wood Burner in an Original Project, Design and Make.

ACTIVITY NUMBER SEVENTY:

Form Wire into Project.

ACTIVITY NUMBER SEVENTY-ONE:

Make a Drawing on Paper.

ACTIVITY NUMBER SEVENTY-TWO:

Fill Out a Job Sheet for Some Job Listed Here.

ACTIVITY NUMBER SEVENTY-THREE:

Make a Rug.

ACTIVITY NUMBER SEVENTY-FOUR:

Teach a Client to do a Job.

ACTIVITY NUMBER SEVENTY-FIVE:

Block Puzzle Test.

CHAPTER XII
ENTER JOHN DOE

Now take a look at the whole picture of evaluation (on paper it may look like some charts and graphs and cartoons and commands): John Doe has been referred by his counselor to your facility for evaluation. You have been apprised of a number of facts concerning John. Mr. Doe's vision is 20/200 and so he is legally blind. Further, he had an accident a couple of years ago and has not been able to work at his truck driver's job since then because of a weak back. He has a wife and two children and draws a small check, but is not able to sustain his family. He is forty-one years of age. That's Mr. Doe coming into your shop now. You go meet him, introduce yourself, and invite him to sit down while you talk together a few moments. You ask him about his family and tell him that you are very sorry that he has been unable to work for so long, but that maybe now something can be done about that situation. You ask him what he hopes to learn to do. "That's fine," you say, and you get his reasons for choosing this particular work. You tell him that you have a great number of practice jobs which might help him to confirm his choice, or it is possible that he might change his mind after trying some of the things which you have. Assure him that nothing big depends upon his passing any of the tests that you will give, but you do want to discuss some of the different things that he might do with them. Assure him that you will not decide what he should do, but that you will cooperate with him in arriving at a decision. Then you start testing him. You lead him, figuratively, through a very wide door, so wide that he will see and try exercises and small practice experiences in the nine different job families in which he might find employment.

You take him to the psychometrist. You get an I.Q. score and some interest inventory results. You record these results on the attendance card (intelligence score in code, of course). You give him some arithmetic, some spelling, some reading, some writing, and you record the results and you save, oh yes you save, his material which he wrote. You put in a folder and file it. You talk with the psychometrist, you talk with other personnel in your facility, and in three or four or five days' time you collect the information and make a small report as to what you have discovered to date.

Assume he does not need work adjustment but must enter training for some trade, and that he has decided upon running a vending stand, since he is legally blind. You find a way to give him a little extra mathematics, since he is slow with figures. If your facility trains in this area, good. If not, you will extend this evaluation period into further tests

in making change, in making sales, in personal adjustment to the point of being able to meet the public, look neat, and keep an orderly place of business. Since he has been blinded only a year, you arrange to have him learn mobility. Again, if your facility offers this you are fortunate. Otherwise you must finally refer him to his counselor with the advice that he be sent to a school which can help him in this respect. You establish through actual testing his ability to lift. You find that he can lift cold drinks cases. His work tolerance is such that he can work a full day at least most of the time. A week, two weeks, a month may have passed by now. You check with his mobility instructor, with his homemaking instructor, with his personal adjustment instructor. You call your staff members together and discuss every aspect of his experiences relating to vending stand work. You make a report to your superior or to John's counselor, whichever is the custom in your facility. In this report tell it like it is. You state the facts which you have discovered, relating that his interest is in sales work and that you have tested him and found it to be a feasible selection. You state why you consider it to be the very best thing for him, as this must be the goal of every evaluator—to help the client reach his highest possibility for satisfactory employment. Then you bid him well and go to work, because John is not the only client you have, you know.

That was the easy case. You will start with the more difficult ones tomorrow!

READ AT YOUR OWN RISK

I YIELD

By you, my loyal friend, I'm buttonholed
And urged to reproduce herein, per se
Some of my lyric lines which, you've been told,
I do in my 'inimitable way'.

You flatter me too much to turn away.
Grant amnesty; give me your promise true.
Protect me and I'll do this deed, I say
If I may have the oaths of both of you.

* * *

At the conclusion of a three-day conference on Work evaluation at the University of Maryland at College Park, July, 1969 we were asked to write a brief summary of the meetings.

SUMMARY

Came with fond anticipation
Came to learn evaluation
Heard the doctors, great and small
Fat and lean ones, short and tall.

Disagreements, some collusions
Ghosts of theories in profusion;
Understand now? Simple, ain't it?
Heck no—having more illusions.

O. J. T. and P. A. T.
Standard tests from A to Z
Platitudes and attitudes,
Skills and patterns 1-2-3.

One week—two weeks—oh how long?
Some succeed—some get the gong.
Would you hire your worthy client?
Really, where does he belong?

Go back home in consternation,
Hand your boss some explanation.
If from this you don't recover
Think in terms of resignation.

I was asked to read my summary. Two minutes after I sat down Mark Smith, in charge of the conference, paged me at the stage microphone, and bellowed, "Mr. Hiten, you said something about resigning. I have a call here for you from your boss at the Workshop." Which he did.

• • •

I believe that George G. McFaden's phenomenal rise and continued success as a leader in rehabilitation is due in part to his ability to make instant decisions, and particularly to his methods.

(Greetings to Minnehaha wherever you are)

BIG GEORGE METHODS

From the land of burly mugwumps
To this red and sticky mud lump
Came a ruddy Rosicrucian
On a rosananti mooshan

Big George knew his men, and further,
Knew their fathers and their mothers;
Knew their dislikes and their druthers,
Called them (never mind he called—he hired them)

Now when all the dignitaries
Wanted pretty secretaries,
Big Boss said, "I'll get the fairest
Of elite from Rome to Paris"

"Pulchritude from Buenos Aires,
Glamour gals from hills and prairies;
Then I'll buy them dictionaries—
Make efficient secretaries."

He culled the ugly and the deadheads,
Kept the pretty and the redheads,
Brunettes, blonds and greys and dumbheads,
Both the skinny and the well-feds.

Kingpin hired these pretty vixens,
Gave his big boys firstcome pickins
Knew their mixins and their fixins,
Called them "G. McFaden's Chickens."

Many of them are still there.

* * *

Evaluator: "Why do you ride the bus, when you live just around the corner?"

M. R. "I'm lazy."

* * *

Somewhat short o. erudite candidate for ditch-digging, dietetics or doctoring was trying to taper a piece of wood in the lathe. The supposed taper was usually concave. When finally a piece had been produced which was a little better, this conversation took place:

Evaluator: "Fine. Now that's better. Make it slope GRADUALLY from the big end to the little end. You know what GRADUALLY means?"

Candidate: "Uh-huh."

Evaluator: "What does it mean?"

Candidate: "I dunno."

(We sent him to Johns Hopkins.)

* * *

Evaluator to client sleeping in men's room: "What are you doing here?"

C. S. I. M. R.: "Taking my break-before-coffee-break."

* * *

The pretty little thing (now assistant procurement director) was having difficulty threading her sewing machine. She came up with: "I wish they'ed give us some little needles with big eyes."

* * *

Discouraged?

I eat good. I sleep good. I can work good, and I feel good but I'm sick.

* * *

Insistent

M. R. "Good morning, Mr.————, how are you feeling this morning?"

Evaluator (kidding): "None of your business. You're no doctor. You're not even a nurse. You don't really care how I feel. You just asked to be polite, didn't you?"

M. R.: "I'@$%/'@, I'll examine you."

* * *

I ain't fergittin'. . .

Manipulated

In 1944 this sweet little girl wanted to drop shop. Since it was late in the semester, and she wasn't exactly failing, I refused to sign a drop slip for her. Unbeknownst to me, she asked the principal, a much more liberal

school man. He said he couldn't just override my decision, but gave this advice: "Goof up. Mr. Hiten will kick you out of class if you goof up."

She did.

I did.

Not long ago she told me all about it.

* * *

Counselor: "What's your objective for my client?"

Evaluator: "Sales work."

Counselor: "Can't do it. Try In-flight packaging."

* * *

Quick Evaluation

M. R.: "What's that going to be when it's finished?"

Evaluator: "A stool leg."

M. R.: "Won't work."

* * *

George Park is always "on top of the situation". No doubt his great success as administrator is due to his firm control over all matters with which he is concerned.

First Bowler: "Mr. Park is the best in the league. Make no mistake, not a man works for him can beat him.

Second bowler: "That's your mistake. Joe Henty set the record last Tuesday—he was four points higher than Mr. Parks."

First bowler: "No, it was Joe Henry's mistake. He doesn't work here any more."

* * *

Corrupted

Fledging evaluator to country-talking Chief Evaluator Hiten: "I've been corrupted by your language. My friends don't understand what I say any more. But, after all, your language is much more effective than English."

—Contributed by Mary Pride Schuler

* * *

"Oh thou great Evaluator;
Thou who art a hot potater,
Turn my couns'ler-aggravators
Into expert operators.

I have scads of goons and pixes.
Take them now, oh thou who fixes;
Work your magic; do your trixes,
Give me back some twenty-sixes."

"Cool it, Counselor-Tormentors
Think you were inspired as mentors?
Can't close ev'ry one who enters.
Lucky if we're ten percenters!"

"LOOK, BIG BOY, YOU KNOW WHO'S TALKING,
YOU SMART ALEX FROM THE SOUTH?
GIVE ME CLOSURES OR START W--------!
(why'd you hit me on the mouth?")

ACKNOWLEDGMENTS

The viewpoints herein expressed are the cumulation of ideas developed over a period of many years. It is impossible for me to trace all of them to their origins. Countless teachers, friends, family members and even casual acquaintances have contributed to the sum total of experiences leading to these thoughts.

I can remember some of the more recent exposures I have had to expert opinions and knowledge and associate a few names with a few ideas. For example, Bob Couch with "Power"; my wife, Addie, with character in the evaluator; Dr. Paul Lustig with test and work-sample valadity. These are but a beginning.

Mr. George McFaden and Mr. George Parks, with their respective staffs, were of invaluable help with their patient understanding and assistance in so many ways, including much of the tedious work of typing, printing, and proofreading.

To these, and to so many more not named here, I tender my most sincere thanks.

The Maryland Workshop for the Blind has for sixty-one years conducted an employment program for blind adults. For many of these years the supervisory staff was able to more or less adequately train blind clients on-the-job for those jobs available. However, in recent years this practice was becoming less and less acceptable. About two years ago it was decided that a professionally staffed evaluation and training unit was needed to supply these vital services. In cooperation with the Maryland Division of Vocational Rehabilitation a federal grant was secured from the Rehabilitation Services Administration to establish this unit.

Having received this grant, I decided I wanted the best man I could get to set up and conduct an effective evaluation program. That man was Hollis Hiten, the author of this excellent monograph. Basically, Mr. Hiten developed the material for this presentation over a period of years, but this was more specifically developed in his capacity of chief evaluator at the Special Technical Facility for the Deaf and Blind in Talladega, Alabama, and in the same capacity here at The Maryland Workshop for the Blind. I would like to add that while the "Hiten System" was developed primarily for the blind, it is applicable to virtually all handicapped people. It is also my belief that those who read "Viewpoints on Evaluation" will gain great insight as to the role an effective evaluator plays. There are also many practical suggestions regarding the objectives and procedures of evaluation.

Mr. Hiten comments on the qualifications of an evaluator. As he points out, one of the most important of these qualities is the presence of outstanding moral character. The qualities an evaluator should possess are those that should be present in all practitioners in the "helping" professions. The evaluator must always be aware that his efforts are directed at the goal of enabling the individual to find his highest level of vocational functioning. He can never be satisfied with a babysitting or caretaking role.

To me, Hollis Hiten epitomizes what an evaluator is and should be. It is my belief that the thoughts and ideas expressed in "Viewpoints" will be of lasting benefit to this new and rapidly growing field of vocational evaluation. When I think of evaluation, I think of the four H's: Honesty, Humor, Humility, and Hiten.

George H. Parks
Executive Director
The Maryland Workshop for the Blind

January 9, 1970